



Hello! Beyond Words

Year 1

English for Preparatory Schools

Student's Book

Term 1





2024-2025

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Egyptian International Publishing Company – Longman
9 Rashdan Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

The Ministry of Education and Technical Education
Under the supervision of the Central Administration of Curriculum Development

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

First published 2024
ISBN
Deposit
Printed by

Acknowledgements – Student's Book
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Review A						

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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Review B

General Exercises

UNIT 1

A great summer

Unit objectives

Reading: A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda:* a biography

Writing: An informal email to a friend

Listening: Understand conversations about summer activities

Speaking: Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something

Language: The past simple tense; Adverbs of frequency with the past simple tense

Think!

What makes your summer "great"? What activities do you like to do?

1 Vacation activities

Lesson objectives:

- Read and understand a blog post about summer vacation activities
- Learn vocabulary for summer vacation activities
- Guess the meaning of new words

1 **Look at the photos and activities (1-5). Write the number of the activity in which you ...**

a help your parents and grandparents at work. ☐

b help to make your local area better. ☐

c write something using computer software. ☐

d take part in games with other teams. 1

e teach people how to do something new. ☐

1

play in a tournament

2

volunteer at a community garden

3

teach adults to read and write Arabic

4

help out at your family's workshop

5

write stories using AI

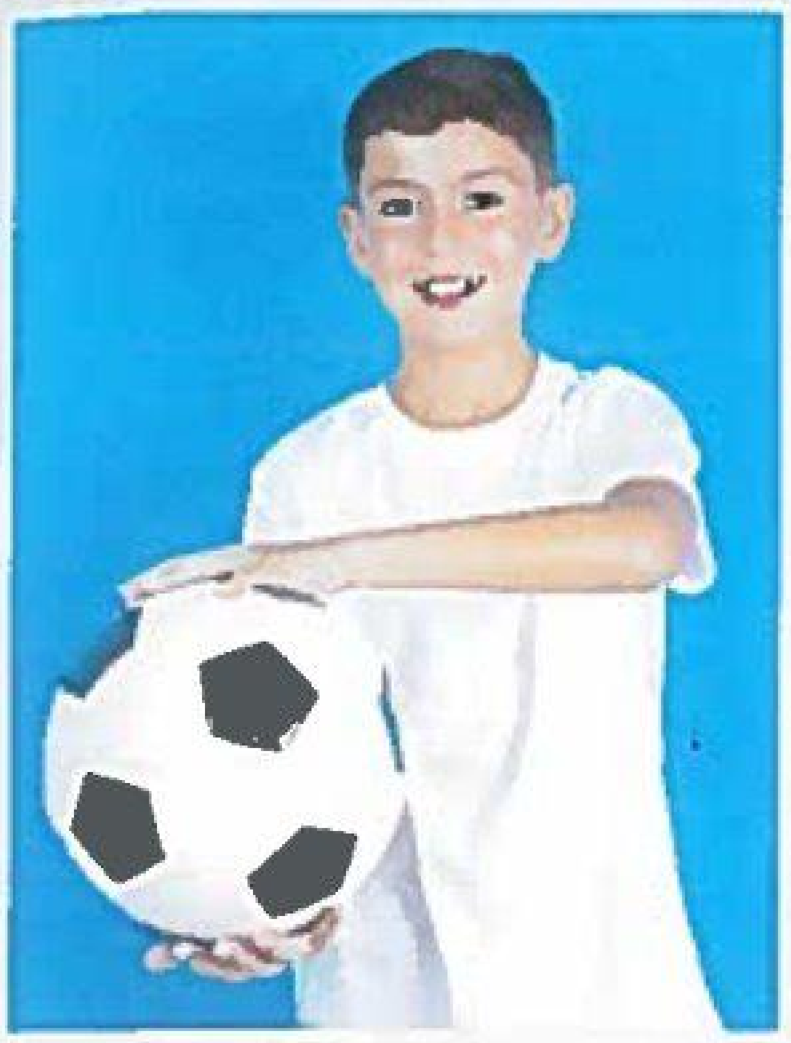
2 **Work in pairs. Ask and answer. Which activities do you do? Which activities would you like to do?**

"Which activities do you do?"

"I play in tournaments and I help out at my family's workshop."

3 Read and listen to Omar's blog post. Which activity from Exercise 1 does he mention? How does he feel about it?

HOME | ABOUT | DOWNLOAD



Hi, I'm Omar! This summer was great. I played football every day! At first, I played with some of my neighbors in the street. Our street is quiet and very safe. We had a lot of fun and we liked to **imagine** that we were famous football players! Then, a new boy joined in. He told me about a football club in our area.

One afternoon, I decided to go to the club. There were lots of boys playing in two teams and I watched them for a while. Then, the **coach** saw me and asked if I played football, too. "Do you want to try playing with the team?" he asked. Of course, I did! The coach watched me kick the ball and said I was a **talented** football player. He asked me to join the team.

For the next six weeks, I played with my neighbors in the morning and then with the team at the football club in the afternoon. It was very **tiring**, but really fun! At the end of the summer, we took part in a **tournament**. I was nervous about it, but excited. I tried my best and scored three goals! Our team won the tournament. It was an amazing end to the summer!

4 Read again and answer the questions.

1 Where did Omar play football at the start of the summer?
2 Who told Omar about the football club?
3 Why did the coach ask Omar to join the team at the sports club?
4 How many goals did Omar score in the tournament?

5 Find the words in the blog post. Write *N* (noun), *V* (verb), or *A* (adjective) for each word.

1 imagine
2 talented
3 coach
4 tiring
5 tournament

6 Work in pairs. Work together to guess the meanings of the words (1-5) in Exercise 5.

Guessing the meaning of new words

When you find a new word, first try to understand what type of word it is. Does it describe a person or a thing (a noun), or an action (a verb)? Other words in the sentence can help you. For example, before a noun we usually find an article (***a*** *tournament*, ***the*** *game*), an adjective (***new*** *friends*) or a verb (*I* ***played*** *football*). You can use the meaning of these other words to help you find the meaning of the new word.

UNIT **1**

2 A helping hand

Lesson objectives:
- Use the past simple tense
- Read and understand forum posts about summer vacation activities

1 **Read and listen to forum posts about summer vacation activities. Match the activities (1-3) to the posts (a-c).**

1 teaching adults to read and write Arabic ☐
2 starting a local group to collect litter ☐
3 writing stories using AI ☐

Think!
What do you think a *forum post* is?

Tell us about your summer vacation and post your photos!



a
I noticed that there were too many empty cans and chocolate bar wrappers on the streets in our city. Last summer, I decided to do something about it. I didn't want to wait for the adults to clean up our streets. I made some posters to ask young people to join my group. Four people came to our first meeting. We picked up litter from one part of the city, put it in bags, and took it to the recycling center. The week after that, eight people came and then after that there were twelve of us. The group grew and grew over the vacation and now it has twenty-four members.

Elsa, Salzburg, Austria



b
Last summer, I did something really fun. I took part in a project where young people write stories using AI. Because computers write them, we had to check to make sure that there were no mistakes in them. Before I started, I didn't know that AI can write really good stories. You imagine that only people can write stories, but AI can give a helping hand. I was surprised! Most of the stories I read were fine, but sometimes I found something strange in them. For example, there was one story where the sun never sets. Of course, that's not possible, so I changed that part of the story.

Leon, Manchester, UK



c
Two months ago, I started helping out at a project in my city. In this project, young people like me help adults who can't read and write Arabic. My partner was Mrs Azza and she was very nice. First, we looked at the alphabet together. I said the sound for each letter and Mrs Azza repeated it. Sometimes, she nearly gave up, but then I said things like: "You're doing really well! Don't stop now." It was fun to be a teacher instead of a student, especially when I asked her: "Did you do your homework this week?", or "What did you learn yesterday?" It was great to help Mrs Azza learn something new.

Gameela, Luxor, Egypt

2 **Read the forum posts again. Complete the sentences with the correct name: *Elsa, Gameela,* or *Leon.***

1 ______ said positive things to someone so they didn't stop doing something.
2 ______ made some posters to ask young people to join her group.
3 ______ was the leader of a group that got bigger over the summer.
4 ______ was surprised by something he/she saw in the summer.
5 ______ noticed problems and made changes to solve them.
6 ______ did something to help someone to have a better life.

3 Read the *Language box* and complete the examples with words from the three forum posts.

The past simple

The past simple

We use the past simple to talk about actions that started and ended in the past. We often use these time phrases with the past simple: *yesterday, last year, (two) weeks ago*. For example:

***Two months ago**, I **started** helping out at a project in my city.*

The verb *be*

My partner [1] ______ *Mrs Azza and she* [2] ______ *very nice.*

Most of the stories I read [3] ______ *fine.*

Regular verbs with *-ed* endings

Last summer, I [4] ______ *to do something about it.*

First, we [5] ______ *at the alphabet together.*

Of course, that's not possible, so I [6] ______ *that part of the story.*

Irregular verbs with different endings

The group [7] ______ *and* [8] ______ *over the vacation.*

I [9] ______ *the sound for each letter and Mrs Azza repeated it.*

This summer, I [10] ______ *something really fun.*

Negative sentences with regular and irregular verbs

I [11] ______ ______ *to wait for the adults to clean up our streets.*

Questions with regular and irregular verbs

[12] ______ *you* [13] ______ *your homework this week?*

What [14] ______ *you* [15] ______ *yesterday?*

4 Look at the photos. Use the prompts to write sentences or questions in the past simple about the summer activities in each one.





1 people from our community / plant / flowers and vegetables

2 we / give / the plants a lot of water

3 yesterday / I / not want / to leave the garden

4 my dad / work / all summer

5 I / help out / in his family's workshop

6 my dad / make / toys / and I / help / him

7 what / you / do / last summer?

5 Work in pairs. Ask and answer questions about your summer vacation.

What did you do in the summer vacation?

I helped my grandma in her garden. We planted lots of flowers.

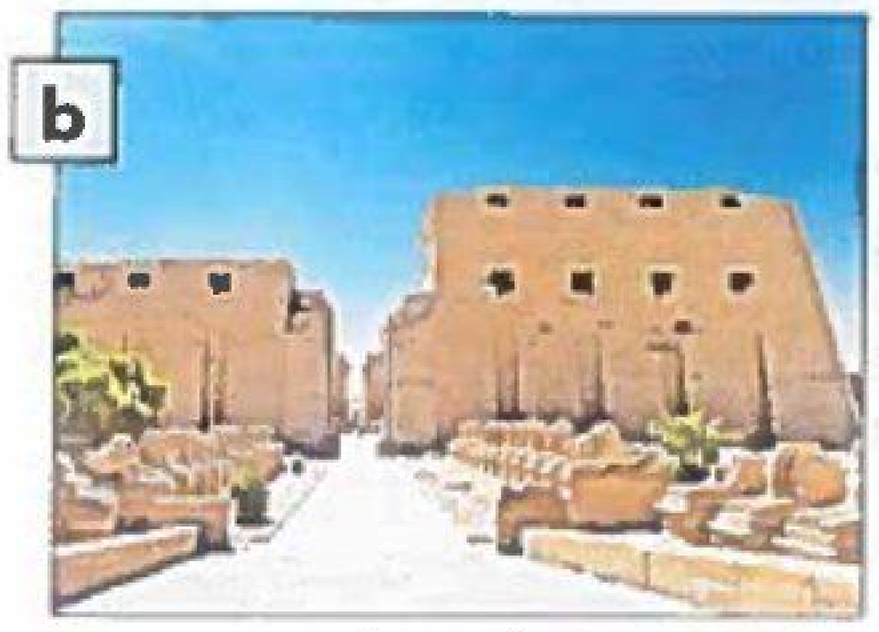
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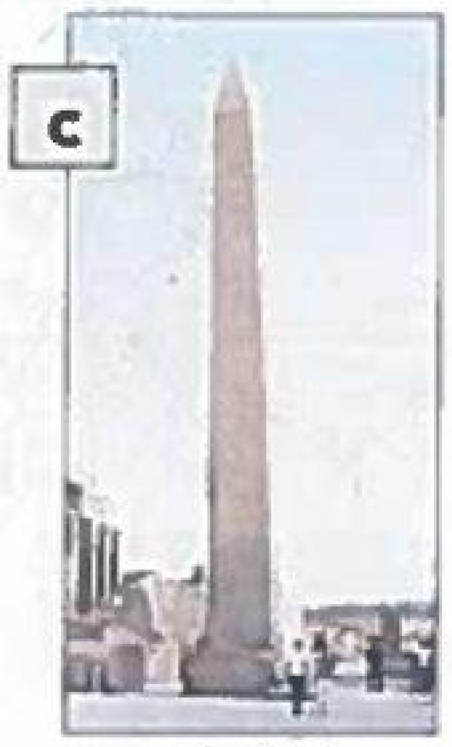
3 Ancient buildings

Lesson objectives:
- Learn about ancient buildings in Egypt
- Present a solution to a problem
- Problem-solving: use a flow chart for solving problems

1 Match the words (a-d) to their definitions (1-4).

a 
catacombs

b 
temple

c 
obelisk

d 
statue

1 a model of a person, animal, or object, sometimes made of stone ☐
2 a tall stone monument with a top that is usually in the shape of a pyramid ☐
3 underground tunnels and rooms for burying the dead ☐ a
4 a place where people come together to pray ☐

2 Read the information about an ancient building in Egypt. Answer the questions.

1 What type of ancient building is this?
2 Where is it?
3 How old is it?
4 Why is it a special ancient building?



The temple of Edfu is an Ancient Egyptian temple in the town of Edfu. The town is on the west bank of the River Nile between Luxor and Aswan. The temple is about 2,250 years old. It is important for understanding life in Ancient Egypt because the writing on its walls gives us very interesting and useful information about language and religion over 2,000 years ago.

3 Listen to the dialog. Mariam visited the temple of Edfu in the summer vacation. Check (✓) the problems at the temple that she mentions.

1 it's difficult to get to the temple ☐
2 the weather ☐
3 lots of tourists walking around ☐
4 not enough time to work on the whole building ☐
5 not enough money to work on the whole building ☐
6 the buildings are very old ☐

4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

a the buildings need lots of care and repairs ____
b people's feet walking on the stone is bad for it ____
c wind and sand very slowly cut the stone away ____
d there aren't enough people to help all the buildings at the same time ____

5 Complete the flow chart showing how to solve problems with the correct words.

present problem reasons solution solutions

1 Identify what the ____ is.
↓
2 Think about possible ____ for the problem.
↓
3 Use the reasons to help you think of possible ____ for the problem.
↓
4 Look at your ideas and discuss what the best ____ is. Give reasons for your choice.
↓
5 Think about how you can ____ your solution to other people.

Solving problems

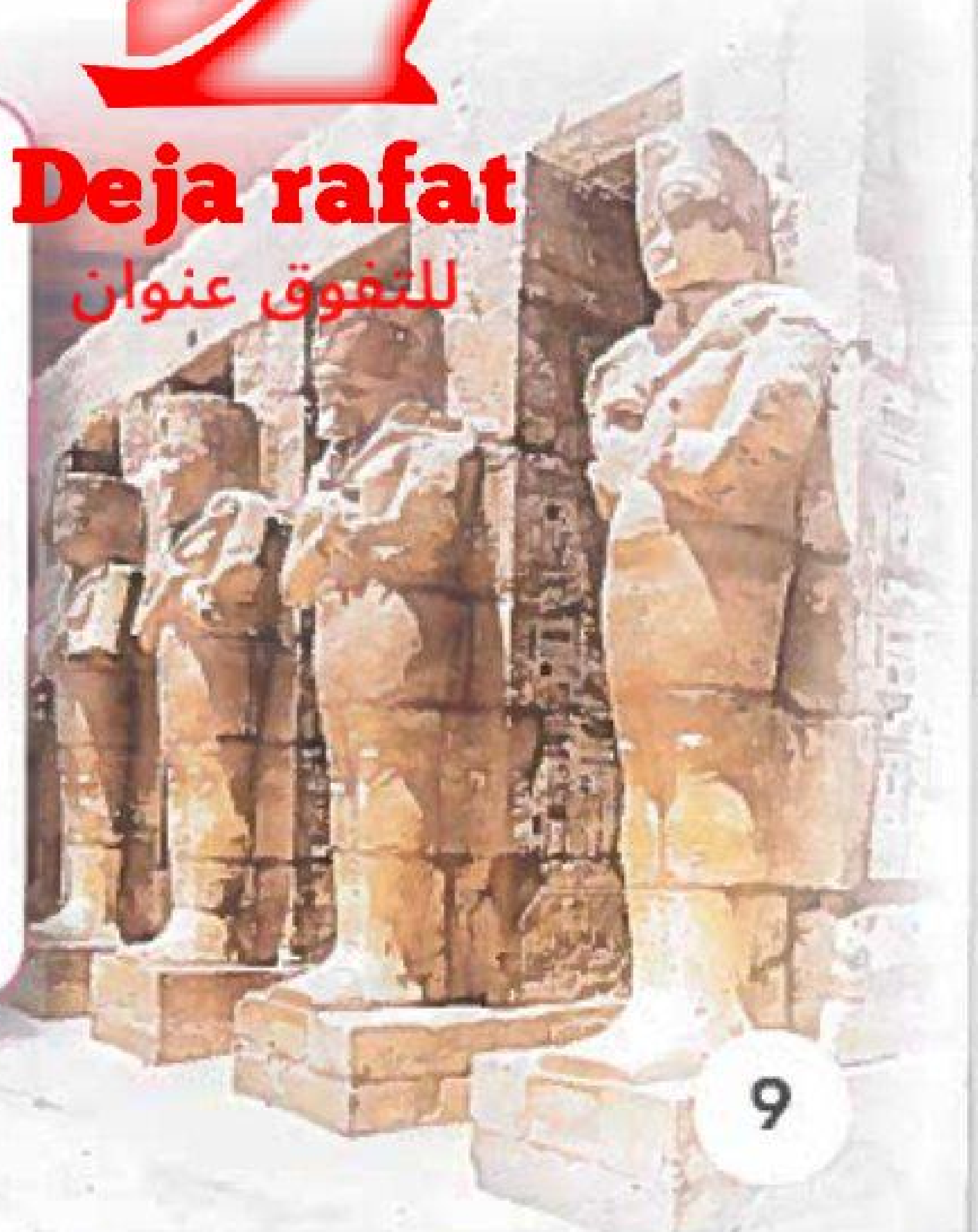
We use the skill of problem solving nearly every day to solve small problems in our daily lives. We can also use it to solve bigger problems in the world and help to make it a better place.

When we try to solve a problem, it's important to have organized steps like the ones in the flow chart. Remember that if you want to change things for the better, you also need to tell other people about your solution and explain why it will work.

TASK

Work in groups.

1 Think of an ancient building that you know well and which has problems.
2 Go through the five steps in the flow chart and prepare to present your solution in class.
3 Present your group's solution in class and listen to other students' presentations.
4 Give your opinion about whether you think other groups' solutions will work and say why you think this.



UNIT
1

4 Summer well spent

Lesson objectives:
- Use adverbs of frequency to talk about the past
- Read and understand a quiz about how you spent your summer

1 **Read the quiz. Write the number of the question (1-4) that asks about:**

a what you did for your local area ______

b how you used technology ______

c how active you were ______

d how much you did things for other people ______

How did you spend your summer?

1 Did you help other people in the summer vacation?
2 How often did you do sports?
3 How often did you do something to help your community?
4 Did you learn anything interesting online this summer? How often did you go online?



2 **Listen and choose TWO words to describe Younis.**

active friendly helpful lazy smart

3 **Listen again. Complete Younis's answers to the quiz questions.**

1 I ______ went to other shops to buy things that my parents needed.
2 I ______ played sports in the summer vacation.
3 I ______ volunteered to help at a project in my community.
4 I ______ went online at home in the evening.

4 **Listen again and answer the questions.**

1 Where did Younis help out in the summer vacation?
2 What did Younis do to help out there?
3 Who did Younis play football with?
4 Did Younis ever help in his community?
5 What did Younis do at home in the evenings?

5 **Work in pairs. Ask and answer the quiz questions.**



How often did you help other people in the summer vacation?

I sometimes helped other people.

How often did you do sports?

I often did sports. I played football four times a week.



6 Think of two more questions to ask your partner about how often they did things in the summer vacation.

How often did you get up early in the summer vacation?

I sometimes got up early in the summer vacation.

7 Read the *Language box* and complete the rules.

Adverbs of frequency

We use adverbs of frequency (*never, sometimes, often, usually, always*) to say [1] **when / how often** someone did something in the past:

*I **always** looked after my little sister.*

*I didn't **often** watch television.*

*I was **usually** tired in the evening.*

We put adverbs of frequency [2] **before / after** the verb *be*.

We put adverbs of frequency [3] **before / after** all other verbs.

0% ————————————→ 100%

never sometimes often usually always

We can also use adverbs of frequency to answer questions:

***How often** did you leave your town?*

***Not often.** I **usually** stayed in my town in the summer vacation.*

8 Complete the sentences about the last summer vacation so they are true for you. Use adverbs of frequency and the expressions in brackets.

1 I ________ (helped with the housework).
2 I ________ (volunteered to work on a community project).
3 I ________ (taught someone something) .
4 I ________ (helped to make my local area cleaner).
5 I ________ (left Egypt).
6 I ________ (read books).
7 I ________ (played games on my mobile phone).

9 Write two or three sentences about your summer vacation.

In the summer vacation, I often helped my family and I also helped out at a project in my community.

UNIT 1

5 Literature

Lesson objectives:
- Read and understand a short biographical story
- Predict the topic of a text from visual clues

1 **Work in pairs. Look at the photos and discuss the questions.**

1 What is the sport in the photos? Do you ever play it?
2 What or who do you think the story is about?
3 How do you think the person in photo **b** became so good at what she does?

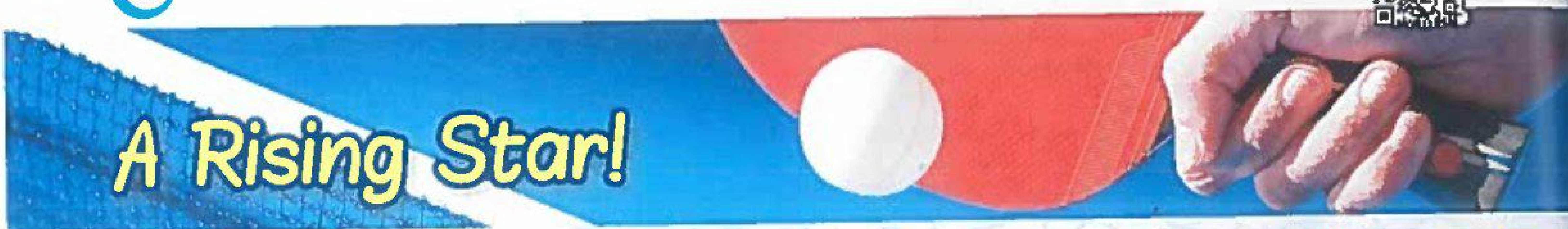
a



b



2 **Read and listen to the story. Check your answers to Exercise 1.**



A Rising Star!

When Hana Goda first started playing table tennis at the age of four, her talent for the sport quickly became clear. However, there was a problem. The table was too high for her!

"What can we do?" her coaches asked, seeing how much she wanted to play.

In the end, they made the legs shorter so that the table was lower.

Since then, Hana has improved year after year, and she amazed the table tennis world by her speed and **focus**.

Born on 12th December 2007, Hana became Egypt's youngest ever national **champion** in 2019, at the age of 12. Just one year later, she came top of the ITTF (International Table Tennis Federation) under-15 women's world rankings – the first African and Arab player to do so. Then, in 2022, she won a top award at the ITTF African Cup in Lagos. What an **achievement**!

The United Nations chose Hana to take part in Shabab Balad, a project in Egypt to help young people learn and connect in the world of work.

Although Hana is still much younger than many of her **opponents**, she works just as hard as any older player. She has also spoken about how important it is for her to take things step by step, always learning and trying hard to achieve her **victories**.

Hana really enjoys practicing for long hours every day, even if it is hard work. She is showing young people in Egypt that not only is it possible to make your dreams come true, but you can also enjoy the journey even if the road is difficult.

3 Match the words in bold in the story (1-5) to their definitions (a-e).

1 achievement
2 opponents
3 victories
4 focus
5 champion

a giving special attention to something you do
b successes in competitions
c the person who wins a competition
d a thing that someone has done very well
e the people you play against in a competition

4 Read and listen again. Answer the questions.

1 How old was Hana when she first started playing table tennis?
2 What did Hana's coaches do to help her when she was very young?
3 What did Hana achieve in 2022?
4 What qualities does Hana have that help her succeed?

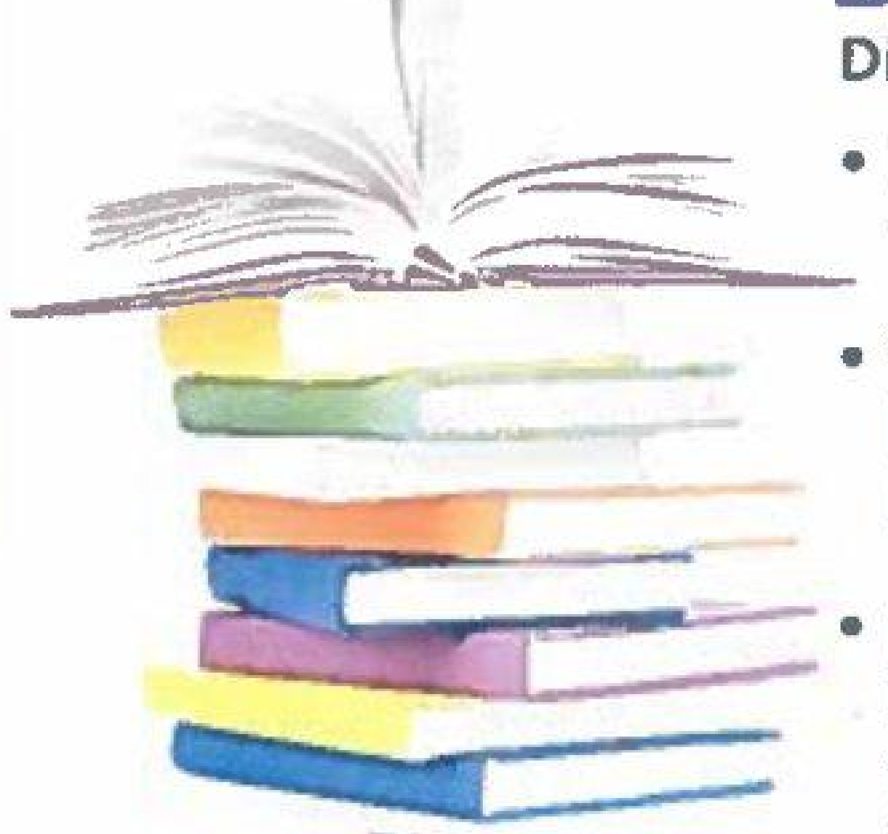
5 Work in pairs. What do you think the moral of Hana's story is? Check your answer(s), then discuss.

- [ ] Everyone can achieve great things if they work hard.
- [ ] Don't let difficulties stop you from achieving your dreams.
- [ ] Enjoying what you do is as important as working hard at it.

6 Think about your answers to these questions and make notes. Share your ideas with the class.



- What does it mean to "enjoy the journey" as you work hard to achieve a goal?
- In what ways do you think Hana enjoyed her journey?
- Can you give examples in your life when you worked really hard but had fun too?



BOOK CLUB

Discuss these questions in pairs or small groups.

- How did reading about Hana Goda's story make you feel?
- What did you know about Hana Goda before you read her story? What do you want to know about her after reading it?
- How important do you think young sportspeople like Hana Goda are in the lives of young people? Why do you think the United Nations chose her to take part in Shabab Balad?

UNIT 1

6 Writing

Lesson objectives:
- Use informal language in an email
- Write an informal email

1 **Read the email. Why is Waleed writing to Ashraf?**

2 **Read Waleed's email and answer the questions.**

1 How does Waleed feel about being back at school?
2 What does he like about being at school?
3 What did Waleed learn in the summer vacation? How did he learn it?
4 What did Waleed make with his dad?



From: Waleed
To: Ashraf
Subject: My summer

Hi Ashraf,

Hope you and your family are OK. We're all fine.

I'm back at school this week after the summer vacation. The summer vacation was good, but I'm happy to be back at school now. I can see all of my friends and it's good to learn something new every day again.

BTW, I learned quite a lot in the summer vacation, but I didn't learn the things you usually study at school. Instead, I volunteered to teach adults to read and write in Arabic and I learned how to explain things clearly. I think that will be useful to me now we're back at school.

Of course, I also had some fun in the summer vacation. I often helped my dad in his workshop. We both enjoy playing ping-pong, so we decided to make a ping-pong table. It was hard work, but we were v happy with the table when it was finished. We were able to play ping-pong every day for the rest of the vacation.

How was your summer?

TTYL!

Waleed

3 **Read again. Underline these things in the email:**

1 One sentence where you usually use 'I' before a verb, but Waleed doesn't.
2 A letter that Waleed uses instead of a word.
3 The short form of 'talk to you later' that you use at the end of an email.
4 The short form of 'by the way' that you use to introduce a new topic.

Making your language informal in emails

In the email, you saw two ways that you can use language to show that your email is an informal email to a friend.

1 Not using 'I' before a verb in sentences where you talk about your feeling helps to make your language informal.

2 Using the short forms of words or phrases helps to make your informal email more direct and friendly.

4 Match the short forms you can use in informal emails with their long forms.

1	BTW	a	Talk to you later!
2	TTYL!	b	Thanks
3	Thanx	c	very
4	v	d	by the way

Useful language

Short forms are usually the first letter of each word, e.g. *Laughing out loud* = *LOL*.
Sometimes short forms are written the same way they sound, e.g. *See you* = *CU*, *Thanks* = *Thanx*.

5 Think about your summer vacation. Make notes in the table.

the activities you did with your family	the activities you did with your friends	the activities you did to help other people

6 Write an email to a friend about your summer vacation. Use your notes from Exercise 5 and the expressions in the *Useful language* box. Write 80-100 words.

Check your writing

Does your email ...

- include information about your summer vacation?
- use informal language?
- have correct spelling and punctuation?

Useful language

Hi / Hello,
How are you?
Let me tell you about ...
Tell me about ...
Write back soon.

Self-Assessment

Check your progress

	I can do this	I need more practice
use vocabulary for summer vacation activities	☐	☐
use the past simple tense	☐	☐
use a flow chart to solve problems	☐	☐
use adverbs of frequency to talk about the past	☐	☐
use informal language in an email	☐	☐



UNIT

2 My network

Unit objectives

Reading: Social media posts about a friend's wedding; An email to a friend about making arrangements; *Friends online*: a short story

Writing: Social media post about a birthday

Listening: Profiles about family life around the world; A dialog about selling things online

Speaking: Asking questions about family life in other countries

Language: Determiners and possessive *'s / s'* ; *Can* and *will* for requests

Think!

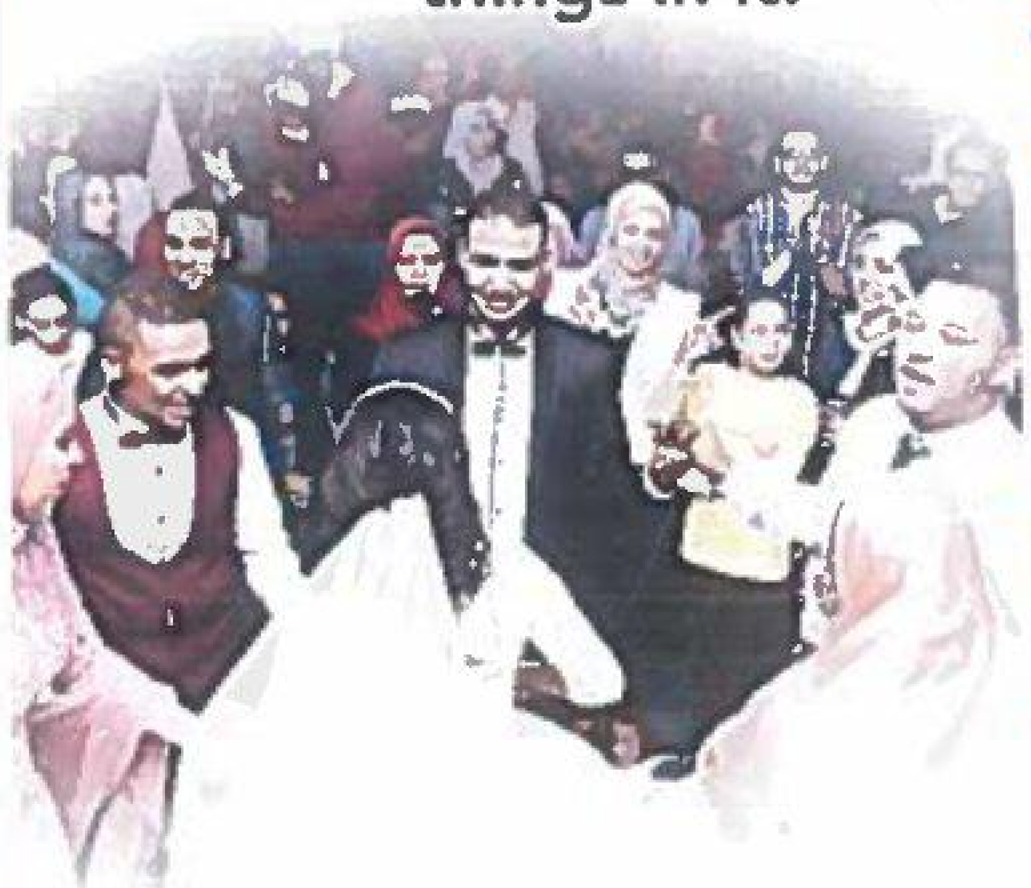
Have you ever been to a wedding? Who was getting married?

1 My cousin's wedding

Lesson objectives:

- Read and understand a social media post about a friend's wedding
- Learn vocabulary for wedding celebrations
- Match pictures to text

1 **Read the plan for a wedding and complete the definitions of the people and things in it.**



- The bride, Shorouk, and the groom, Sherif, arrive at 5 pm.
- The photographer arrives at 5.30 pm to take photos of the bride in her wedding dress and the groom.
- The wedding guests arrive for the wedding service between 6 pm and 6.30 pm.
- The signing of the marriage contract takes place between 7.30 pm and 8.30 pm.
- The wedding reception starts at 9 pm. The guests have a meal, eat wedding cake, and take photos with the bride and groom.

1 The woman who gets married is the ______.

2 The man who gets married is the ______.

3 The people who come to the wedding are the ______.

4 The ______ is the paper that the people who are getting married sign.

5 The ______ is the event where people eat and enjoy themselves.

6 The ______ is something sweet that people at a wedding eat.

7 The ______ is a special outfit that a woman wears at her wedding.

2 **Listen and check your answers for Exercise 1.**

3 Read and listen to Manal's social media posts about a wedding. Choose the correct photo for each post.

1 Last weekend in Luxor, my cousin Amira got married to Ayman. It was a really fun day. I have a large family and more than half of the wedding guests were members of my family! I loved seeing my whole family come together to celebrate with Amira and Ayman. I saw aunts and uncles who live a long way from us and who I don't see very often. This is a photo of me next to Amira and some of my cousins.

2 The wedding service was really beautiful. When Amira arrived, you could hear everyone say, "Wow!". She looked so beautiful and her wedding dress was amazing. It was white, and she was wearing a beautiful gold necklace and bracelets that were a gift from Ayman. Ayman's traditional *galabeya* was white. The bride and groom looked very happy!

3 After the signing of the contract, it was time for some food and some fun! That's my favorite part of a wedding – the wedding reception! I sat at a table with my two brothers, my parents, and my grandma. I wanted to talk to some other relatives after the meal, so I got up and went to talk to my cousins. My cousin Eman showed me all her photos of the wedding on her phone, then Ayman and Amira cut the wedding cake. It was delicious!

a


b


c


4 Read and listen again. Write the person or people who ...

1 got married in a beautiful wedding dress.
2 was wearing a white *galabeya*.
3 was standing next to the bride in the photo.
4 bought a necklace and bracelets for his bride.
5 showed Manal all her photos.
6 cut the wedding cake.

5 Think of a wedding that you went to. Write sentences about who got married and who was at the wedding, what you did and what you thought of the wedding.

Matching pictures to text

When you need to match pictures to text, first find the words for the most important things and people in the text. Then, try to find them in the pictures. If they are in more than one picture, go back to the text and look for more detailed information about them, for example: are the people happy? Are they inside or outside? Are the things in the picture big or small?

UNIT

2

2 An email to a friend

Lesson objectives:

- Use determiners and possessive *'s / s'*
- Read and understand an email to a friend about making arrangements

1 **Work in pairs. Look at the photos. In which of these places do you meet your friends and family?**

a 
b 
c 
d 

2 **Read and listen to the email. Check (✓) the place in Exercise 1 where Malak wants to meet Tamara.**

M **From:** Malak **To:** Tamara **Subject:** Some family photos

1

Hi Tamara,

How are you?

I'm sending you a photo of me at my grandma's birthday party last week. The party was at my grandparents' house and our whole family was there. We all had a lot of fun together!

The party showed me that sending messages to your friends and family is fine, but it's not as good as spending time with them. You can laugh with them, hug them, and look in their eyes and really listen to them.

Do you have time to meet up with me one afternoon next week? Maybe on the weekend? We could go to the shopping mall. There's a shop there that has some beautiful clothes in its windows. I could ask my parents for some money for the cinema or to go to a restaurant. My dad's friend Ali opened a new restaurant last month and it looks great. What do you think?

Write soon and tell me about your family.

Love,

Malak

3 **Read again and answer the questions.**



1. Where was Malak in the photo she sends Tamara?
2. What four things does Malak say you can do with friends and family when you meet up with them?
3. When does Malak want to meet up with Tamara?
4. What does Malak suggest that she and Tamara do on the weekend?
5. What do they sell in the shop that Malak writes about?
6. Who opened a new restaurant last month?

4 **Read again and underline the phrases that Malak uses to ...**

1. ask Tamara how she is.
2. say she's sending Tamara a photo.
3. ask Tamara if she can meet up with her.
4. ask Tamara her opinion about something.

5 Read the *Language* box and complete the examples and rules.

Determiners and the possessive 's / s'

We use determiners (*my, your, his, her, its, our, their*) to say who is the owner of something, or who something belongs to:

I'm sending you a photo of me at [1] ________ *grandma's birthday party last week.*

You can look in [2] ________ *eyes and really listen to them.*

There's a shop there that has beautiful clothes in [3] ________ *windows.*

Write soon and tell me about [4] ________ *family.*

We can also use [5] **'s / s'** after a name or a singular noun to say who owns something, or who something belongs to:

My dad's friend Ali opened a new restaurant last month.

After a plural noun, we add [6] **'s / s'**:

It was at my grandparents' house.

6 Complete the sentences with the correct determiner or possessive 's.

1 This is my brother Yehia. **His / Your** hair is short and curly.
2 My **grandparents / grandparents'** house in Luxor is near the river.
3 This is our cat. **Its / Their** name is Fluffy. **Fluffy's / Fluffys'** fur is brown.
4 Hana is my cousin. **Its / Her** mom is my Aunt Magda.
5 Is this a photo of **your / its** cousin's wedding, Samir? The **bride's / brides'** dress is beautiful!

7 Find a photo or draw a picture of your family all together. Write a description of it in your notebook. Describe:

- who was there
- what you were doing
- where you were
- why you enjoyed it

In this picture, my family and I were having lunch at my grandparents' house. My Aunt Salwa and her kids were there. The food was delicious! We had salad, fattah, and meat. My grandmother also cooked some delicious soup. After we ate, Mom made us all some tea and cake, which we all enjoyed. After that, I played outside with my cousins. It was great fun!



UNIT
2

3 Familes around the world

Lesson objectives:
- Learn about family life around the world
- Intercultural awareness: showing interest in other cultures
- Present a family life profile

1 Listen and match the speakers to the countries.

Isabella ☐ Liam ☐ Komang ☐ Alice ☐









2 Listen again. Circle the number of people that each speaker lives with.

Isabella	Liam	Komang	Alice
3 4 5	2 4 6	7 8 9	2 3 4

3 Listen to Liam again. Number the pictures in the order he mentions them.



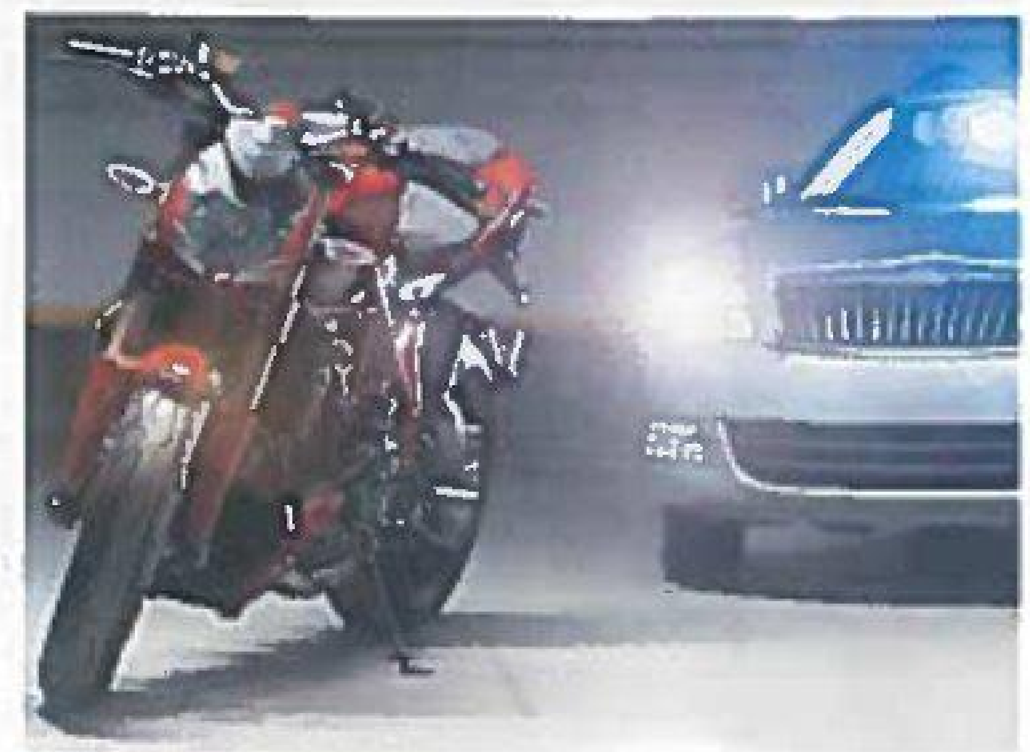






4 Read the sentences and write *I* (Isabella), *L* (Liam), *K* (Komang), or *A* (Alice). Then listen again and check.

1 Whose family has a car and a motorbike? ______
2 Who lives in an apartment, not a house? ______
3 Whose house is environmentally friendly? ______
4 Who has a very big family? ______
5 Whose family enjoys flying kites together? ______
6 Who doesn't live near their grandparents? ______
7 Whose family lives in a village? ______
8 Whose family likes to go skiing together? ______



5 Listen again and complete the table below.

Person	Where they live	Who they live with	What they live in	Where their grandparents live	Favorite activities
Isabella					
Liam					
Komang					
Alice					

6 Work in pairs. What other areas of family life in another country would you like to know about? Add your ideas to the headings in Exercise 5.





TASK

Work in groups.

1 Imagine you are meeting Isabella, Liam, Komang, or Alice. What would you like to tell them about your family life in Egypt? Use your list from Exercise 5 to help you.
2 Share your ideas with your group.
3 Write a short article about your family life.
4 Find or draw pictures for your profile.
5 Present your "My family life" profile to your group.

UNIT 2

4 Selling things online

Lesson objectives:

- Make and answer requests with *can* and *will*
- Listen to and understand a dialog about selling things online

1 Work in pairs. Do your family and friends ever sell things online? How do they do this?

2 Read and listen to the dialog. What is the first thing Grandpa wants to sell online?

Seif: Grandpa, why don't you sell some of this old furniture online? That way you can get some money for it.

Grandpa: I don't know … Is it safe?

Seif: It's safe as long as you follow a few rules.

Grandpa: Can you tell me what they are?

Seif: I can, yes. First, always use a well-known website to buy or sell something. Here's a good one. OK, what do you want to sell?



Grandpa: How about this table?

Seif: Great. Can you give me your phone so I can take a photo of it? Thanks. OK, the next thing to remember is: always be honest. Make sure all the information you give about something you're selling is true.

Grandpa: Well, this is a large table from the 1970s. It's in good condition.

Seif: OK. Now, another very important rule is: don't share personal information, like your name, date of birth, address, or bank account details.

Grandpa: Got it. What happens next?

Seif: Someone will send you a message if they want to buy the table.

Grandpa: And then will I meet the person to give it to them?

Seif: It's better to send it to them. In fact, that's another important rule. If you have to meet someone, meet them in a public place and don't go alone.

Grandpa: Thanks, Seif. We never did this when I was your age!

3 Read and listen to the dialog again. Complete the online safety rules that Seif gives Grandpa.

1 Always use a well-known ________ to buy or sell something.
2 Make sure the information you give about something you're selling is ________.
3 Never ________ personal information like your name or address.
4 If you have to meet someone in person, meet them in a ________ place and don't go ________.

4 Read the *Language box* and complete the rules.

Can and *will* for requests

When we ask someone to do something for us, we use *Can you ...? or Will you ...?* followed by the main verb and the [1] **subject / object** pronoun or name.

Can you tell me *what they are?*

Will I meet *the person?*

We don't usually use *can* in [2] **positive / negative** replies. Typical replies are:

Yes, of course.

Sure, no problem.

With [3] **positive / negative** replies, we usually give a reason, to be more polite:

Sorry, I ***can't*** *at the moment. I'm studying.*

No, sorry, I'm busy. ***I'll*** *do it later.*

5 Match the sentence halves to make requests.

1 Can you help
2 Will you open
3 Can you answer
4 Can you feed
5 Will you fetch
6 Can you carry

a the phone, please?
b my coat? It's in the hall.
c me with my laptop?
d the window? It's hot.
e these bags for me, please?
f the dog this evening?



6 Complete the dialog using the words in brackets and phrases from the *Language box.*

Nabila Hello?
Mom Nabila? It's Mom. I'm downstairs. [1] ______ (you / open / door), please?
Nabila Yes, [2] ______. *(She buzzes the intercom.)* Is it open now?
Mom Yes, it is, but I have a lot of bags. [3] ______ (you / carry / them) for me?
Nabila Sure, [4] ______. I'll come down now.
Mom And [5] ______ (you / ask / your brother) to help, too?
Nabila Taymoor! Come and help Mom with the shopping bags!

7 Think of something a family member sometimes asks you to do. Write a dialog with their request, using *can* or *will.*

Dad Can you help me with my phone please, Sherif?
Sherif Sure, no problem. What's the problem, Dad?

UNIT **2**

5 Literature

Lesson objectives:
- Read and understand a short story about an online friendship
- Match speakers to what they say

1 **Work in pairs. Discuss the questions.**

1. Have you ever made a friend online? How?
2. Do you think making friends online is a good thing? Why or why not?

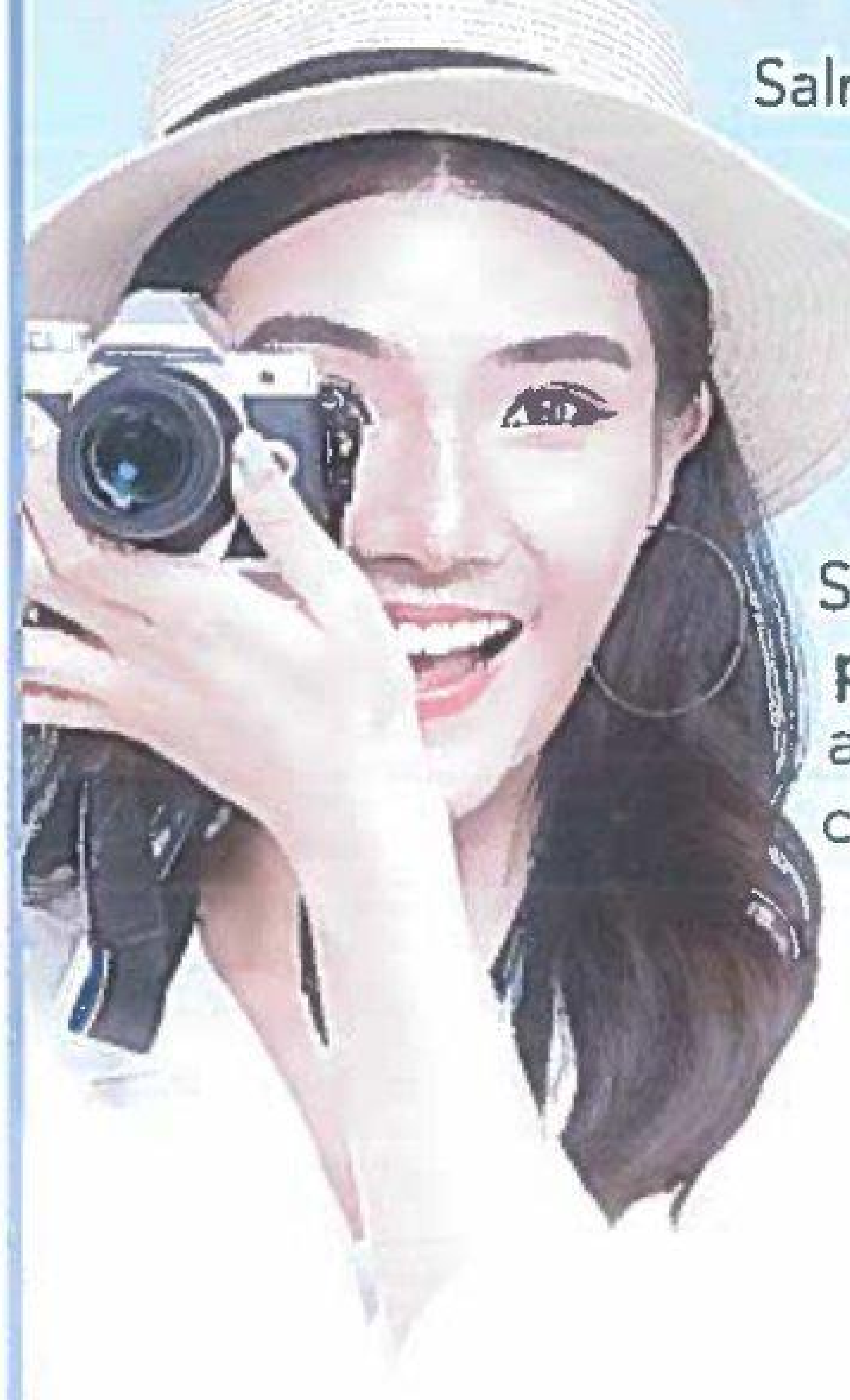
2 **Look at the title of the story. What do you think it is about?**

3 **Read and listen to the story and check your answer to Exercise 2.**

Think!

An *online forum* is when you come together with other people online to discuss a topic that you are all interested in. What is the difference between an online forum and your personal social media account?

FRIENDS ONLINE



Salma, a 15-year-old girl from Egypt, loved photography. She often shared her photos on a **website** for young photographers. One day, she got a comment from Ashly, a girl of her age from Australia, who liked her photos. They started **chatting** and found out they had a lot in common. They both loved taking pictures of nature.

Soon, they were talking every day, and decided to do a 30-day **photography challenge** together. Each day, they had to take a photo on a specific theme and share it. They enjoyed the challenge and became closer friends.

However, one day, Ashly suddenly stopped answering Salma's messages. Salma felt worried. She sent several messages, but there was no reply. Salma felt sad that their friendship might be over.

Salma couldn't focus on her schoolwork or her photography. After talking with her mother, Salma decided to send a message, letting Ashly know that she was there for her. She wrote, "Hi Ashly, I hope you're okay. If you need someone to talk to, I'm here for you."

A few more days passed, and finally, Ashly replied. She explained that she had been dealing with some difficult family news and needed some time offline. Salma was happy to hear from Ashly again. They talked about what had happened and made plans to continue their challenge.

Salma and Ashly now had a better understanding of the importance of **communication** and being there for each other. They knew that their friendship, though online, was real and meaningful.

4 Match the words (1-5) to their definitions (a-e).

1 website
2 chatting
3 photography
4 challenge
5 communication

a Something that is difficult and tests your ability.
b The art or practice of taking pictures with a camera.
c A place on the internet where you can find information or do activities.
d The act of talking or writing to share information with others.
e Talking to someone in a friendly way, often online.

5 Read the story again and answer the questions.



1 Where did the two girls meet online?

2 What hobby do they share?

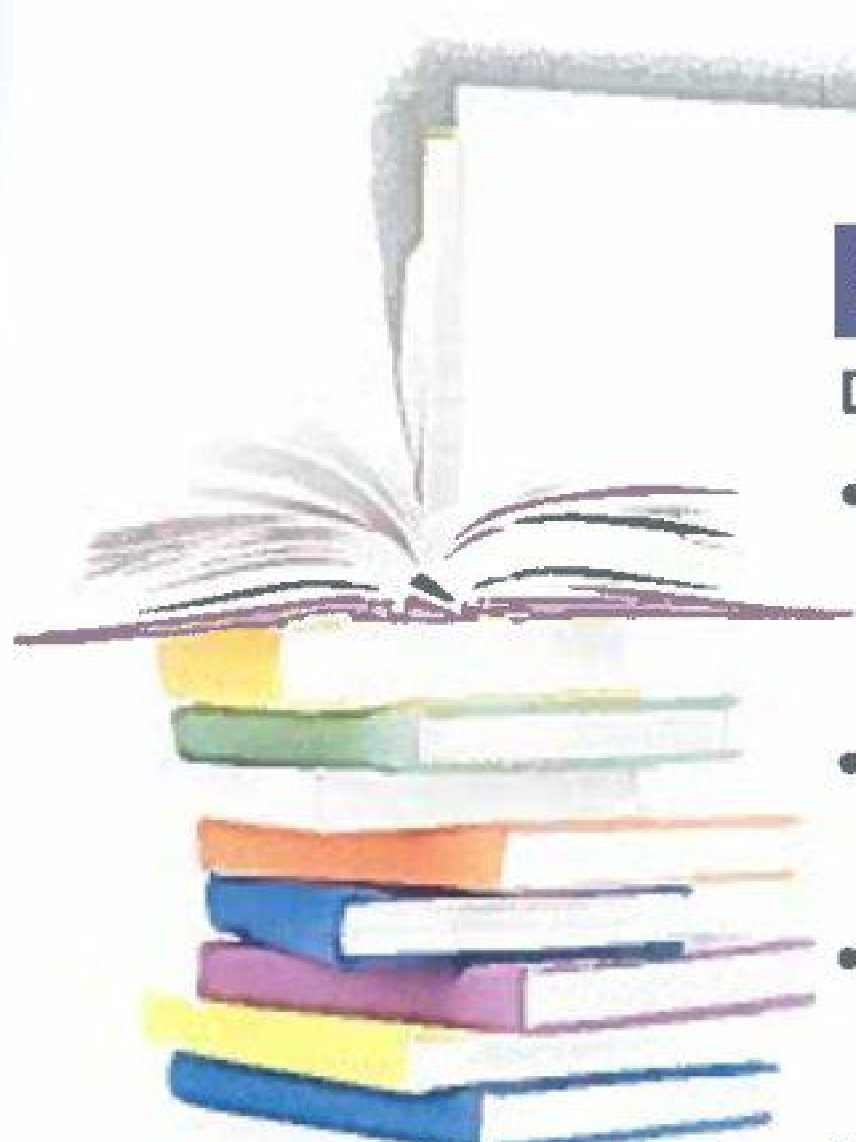
3 What project do they decide to do together?

4 Why did one of the girls stop communicating?

5 How did Salma and Ashly feel about their online friendship?

6 Read the statements and write *S* (Salma), *A* (Ashly), or *B* (both).

1 "I love taking photos of nature."
2 "I had to deal with some family problems and couldn't go online."
3 "We decided to do a 30-day photography challenge together."
4 "I felt very worried when my friend stopped replying to my messages."
5 "I sent her a message saying I was there if she needed to talk."



BOOK CLUB

Discuss these questions in pairs or small groups.

- What did you think about the way Salma handled the situation when Ashly stopped replying? Would you have done anything differently?
- How important is communication in a friendship? Give examples from the story and your own experiences.
- Do you think online friendships can be as strong as face-to-face friendships? Why or why not?
- What did you learn from this story about handling misunderstandings in friendships?

UNIT 2

6 Writing

Lesson objectives:
- Use *Wh-* questions to generate ideas
- Write a social media post to congratulate someone



1 Work in pairs. Think about birthday celebrations in Egypt. Discuss the questions.

1 How do you say "Happy birthday"?
2 Do people celebrate birthdays?
3 Do they eat special food or give special presents?

2 Read Mazen's post about Mido's birthday. Choose the correct words to describe it.

1 It is **short / long**.
2 It uses **informal / formal** language.
3 It has **emojis / photos** in it.



Mazen
1 d •

Happy birthday to my fantastic brother Mido! He's 15 today! He's a great brother because he's always there for me and our little sister when we need help. Thanks, bro! And of course, we all know he's a top student and also an amazing football player – 16 goals last season for our school team! Well done Mido, I'm so proud of you. Have a great birthday!

18 comments

Like Comment

3 Read the post again. Answer the questions.

1 Who is Mido?
2 Why is Mazen writing the post?
3 Why does Mazen think Mido is a great brother?
4 What sport is Mido good at?
5 How does Mazen feel about Mido?

Writing a social media post

- Write short phrases – you don't need whole sentences!
- Use emojis and symbols to show how you are feeling, like funny or smiley faces and hearts to show you like something.
- Use exclamation points and question marks for emphasis or to show you are joking.

4 **Plan a social media post to say congratulations to someone. Answer the *Wh-* questions to help you plan your post.**

1 Who are you writing about?

____

2 Why are you writing about the person?

____

3 What do you like about them?

____

4 What are they good at?

____

5 How do you feel about them?

____



5 **Write your social media post. Use your answers to the questions in Exercise 4 and the expressions in the *Useful language box*. Write 60-80 words in your notebook.**

Useful language

Congratulations!

Well done!

I'm so proud of/happy for you.

Have a great day!

Check your writing

Does your social media post ...

- ☐ include information about the person you are saying congratulations to?
- ☐ use informal language and emojis?
- ☐ answer *Wh-* questions?
- ☐ have correct spelling and punctuation?

Self-Assessment

Check your progress

	I can do this	I need more practice
use vocabulary for wedding celebrations	☐	☐
use determiners and possessive *'s / s'*	☐	☐
show interest in other cultures	☐	☐
make and answer requests using *can* and *will*	☐	☐
use *Wh-* questions to generate ideas	☐	☐

UNIT
3 My time

Unit objectives

Reading: An email about ways to spend your free time; A letter to a problem page; *An Unusual Hobby*: a short story
Listening: A dialog about free-time activities
Speaking: Talking about ways to spend your free time
Writing: A forum post about finding friends with similar interests
Language: The present continuous tense; Subject and object pronouns

Think!

How do you spend your free time?

Do you think you use your free time well? Why or why not?

1 How I spend my time

Lesson objectives:
- Read and understand an email about ways to spend your free time
- Learn vocabulary for free-time activities
- Scan a text for key words: nouns and verbs

1 **Match the free-time activities (1-6) to the pictures (a-f). Then listen and repeat.**

1 spend time with family
2 write a journal
3 learn new skills
4 help in the community
5 take regular exercise
6 walk in nature

a

b

c

d

e

f


2 **Write which activity each sentence describes.**

1 You do things for other people where you live. ________
2 You visit and enjoy parks, lakes, or other green spaces. ________
3 You do sports or other healthy activities. ________
4 You do activities with your parents, grandparents, brothers, and sisters. ________
5 You take courses to find out how to do different activities. ________
6 You describe your thoughts and activities in writing. ________

your

se your
or

repeat.

3 Read and listen to the email. How does Mahmoud start and end his day?

From: Mahmoud **To:** Asser **Subject:** RE: Hello new friend

Hi Asser,

Thanks for your email! You asked me about my free time.

This is an important year at school and I don't have much free time, so I like to use it well!

In the mornings before school, I write a "To do" list of things I need to do. It really helps me to organize my day. After school, I do different things. It's important to take regular exercise, so on Tuesdays and Thursdays I play football with my friends. I like playing with them! They help me a lot. I also like to learn new skills, so I go to evening classes. At the moment, I am learning first aid! I want to be able to help people.

On the weekends, I spend time with my family. We like to go for walks in nature. We don't take our phones, so we can enjoy what is around us. There are some really lovely parks and gardens in this city. Sometimes my brother and I help in the community. He is a chef, and we help to make food for hungry people at his restaurant. I love to learn recipes from him. My mom is a good cook, too. I think my brother learned a lot from her!

Every night, before I go to bed, I write a journal. It helps me to think about what I have done and focus on good things. I think it helps me to sleep better, too!

Tell me how you spend your free time. Maybe I can get some good ideas!

Bye!

Mahmoud

4 **Read questions (1-5) and underline the question words. Think: what type of key words do you need to find to answer each question?**

1 On which days does he play football? Tuesdays and Thursdays (nouns)
2 How does Mahmoud learn new skills?
3 Who does he spend time with on the weekends?
4 What do Mahmoud and his brother do?
5 Where does Mahmoud help people in the community?

5 **Answer the questions in Exercise 4.**

6 **Work in pairs. Talk about how you spend your free time.**

I spend my free time reading books and helping my dad in his shop. How do you spend your free time?

I spend my free time with my friends and playing table tennis.

7 **Tell the class how your partner spends his or her free time.**

Shereen spends her free time with her friends and playing table tennis.

Scanning for key words: nouns and verbs

Key words are usually nouns (numbers, names, places, and things) or verbs (actions). To find key words, you don't need to read and understand every word in the text. Practice looking quickly through the text and underlining them. Then, look at the question and underline the question word in it. This will tell you what type of word you need to answer the question.

UNIT 3

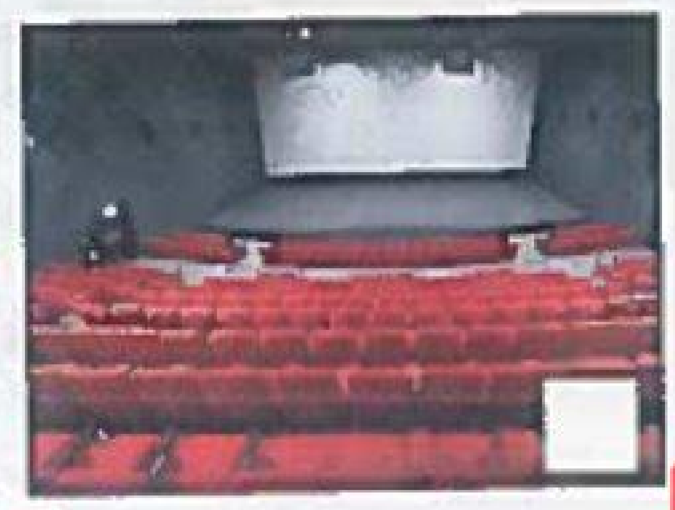
2 What are you doing?

Lesson objectives:
- Use the present continuous tense to talk about things that are happening now
- Listen to and understand people talking about activities that are happening now

1 **Match the places in the box to the pictures (1-6). Then check (✓) the places you sometimes go to after school.**

cinema   café   shopping mall   sports field   swimming pool   tennis court


1 ____________

2 ____________

3 ____________

4 ____________

5 ____________

6 ____________

2 **Listen to the dialog. Which of the places in Exercise 1 are they going?**

1 Mazen and Maleeka:
2 Samer and Adam:

3 **Listen again and write the name of the person who says each thing.**

1 "I'm getting ready to go out." ____________
2 "It isn't raining at the moment." ____________
3 "I'm doing my math project." ____________
4 "I'm meeting a friend at the cinema." ____________

4 **Listen again and answer the questions.**

1 What is Maleeka doing when Mazen calls?
2 What does Maleeka say she must do before she leaves the house?
3 Why can't Samer join Mazen and Maleeka?
4 What has Adam just finished doing?
5 What is Adam doing now?

5 Read the *Language box* and complete the rules.

The present continuous

We use the present continuous to talk about things that are happening or not happening now. We also use it to ask questions about things that are happening now:

*We **are going to** the tennis courts now.*

*I **am doing** my homework.*

***Are** you **walking** to the café?*

Positive form

*I **am helping** you.*

*He / She / It **is helping** you.*

*We / You / They [1] ______ **helping** you.*

Negative form

*I [2] ______ **not eating** at the moment.*

*He / She / It [3] ______ **not eating** at the moment.*

*We / You / They [4] ______ **not eating** at the moment.*

Questions

***Am** I [5] ______?*

***Is** he / she / it **helping**?*

*[6] ______ we / you / they **helping**?*

6 Complete the text with the present continuous form of the verb in brackets.

Good afternoon! As you know, our students [1] ______ (not have) lessons this afternoon because it's the school sports day! At the moment, two students [2] ______ (run) and their parents [3] ______ (watch) them. That's great!

Some students [4] ______ (play) tennis on the tennis court behind me. It looks like an interesting game. The football teams [5] ______ (get ready) for their match. Wait a minute! One student [6] ______ (walk) onto the football field. He's the captain of one of the teams! Now both of the teams are there. It's time for the game to start!

Remember

When a verb ends in -*e* (e.g. *come, decide*), don't use the -*e* in the -*ing* form (e.g. *coming, deciding*).

When a verb ends in *g, m, n, or t* and is preceded by a vowel, add one more of those letters to the -*ing* form (e.g. *jogging, swimming, running, getting*).



7 Imagine you are at a sports day at your school. Which sports are you doing? What sports are other students doing? Write four sentences about what is happening in your notebook. Use the present continuous tense.

UNIT 3

3 Our school bazaar

Lesson objectives:
- Learn about other ways to use your free time
- Collaboration: respect others' opinions and input
- Present an idea for a school bazaar

1 Read and listen to the dialog. Check (✓) what Salma and Sahar decide to sell on their stall at the school bazaar.

a 
b 
c 
d 

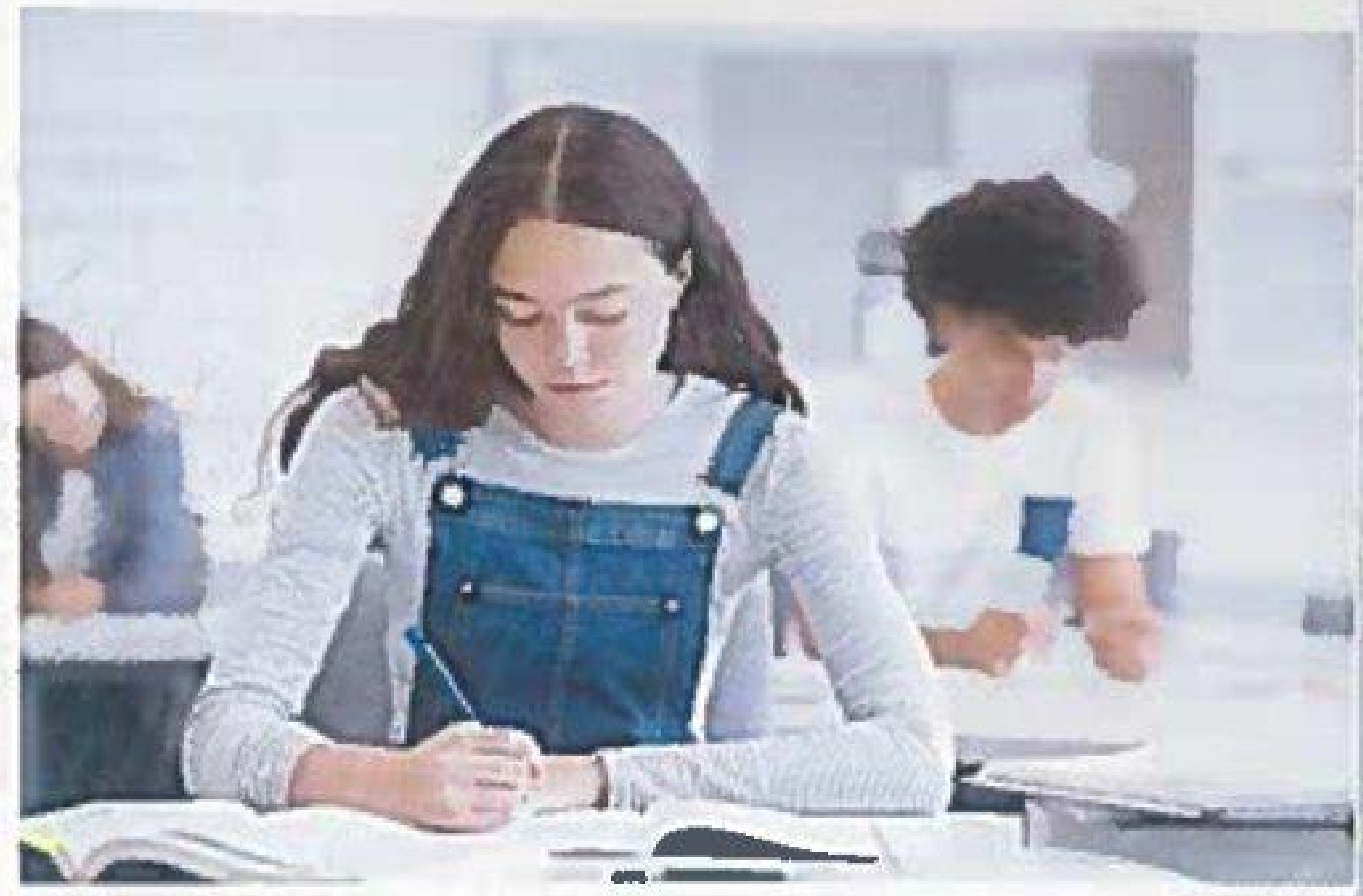
Salma: Hi, Sahar!
Sahar: Hi, Salma. What are you drinking?
Salma: Homemade lemonade. My friend Shorouk and her brother are selling it from their stall at the bazaar.
Sahar: That's a good idea, isn't it?
Salma: **Yes, I agree.** The weather is so hot.
Sahar: I'd love a glass of cool lemonade right now!
Salma: Well, why don't you buy some?
Sahar: **I don't think so.** Our break is almost over.
Salma: **OK.** What's that you're making?
Sahar: It's jewelery. Look, I put these beads onto some string and there you go – a bracelet!
Salma: That's cool. You could sell them at the next school bazaar.
Sahar: But they take a long time to make.
Salma: **That's true.** Why don't we sell some of our old toys?
Sahar: **I'm not sure about that.** It would be nice to make something. I know, how about cupcakes? Everyone loves cupcakes!
Salma: Great, let's find the ingredients …

2 Read and answer the questions.

1 Who is selling lemonade at the school bazaar?
2 Why do Salma and Sahar think selling lemonade is a good idea?
3 Why doesn't Sahar want to buy any lemonade?
4 What is Sahar using to make jewelery?
5 Why doesn't Sahar want to sell her bracelets?
6 Why do they decide to make cupcakes?

3 Look at the phrases in bold in the dialog. Write them in the correct column.

Agreeing	Disagreeing
Yes, I agree.	



Agreeing and disagreeing in a discussion

When we discuss things with other people, we use phrases to agree and disagree with their ideas. These phrases help to make it clear what we think. When we disagree with someone, it is important to be polite – it is okay for people to have different ideas. It is also important to give a reason so that the other person can understand why we disagree.

4 Work in pairs. Think of another idea for something to sell from a school bazaar stall. Take turns to say your ideas and whether you agree or disagree with each other. Use the phrases from Exercise 3.

TASK

Make a plan for your stall.

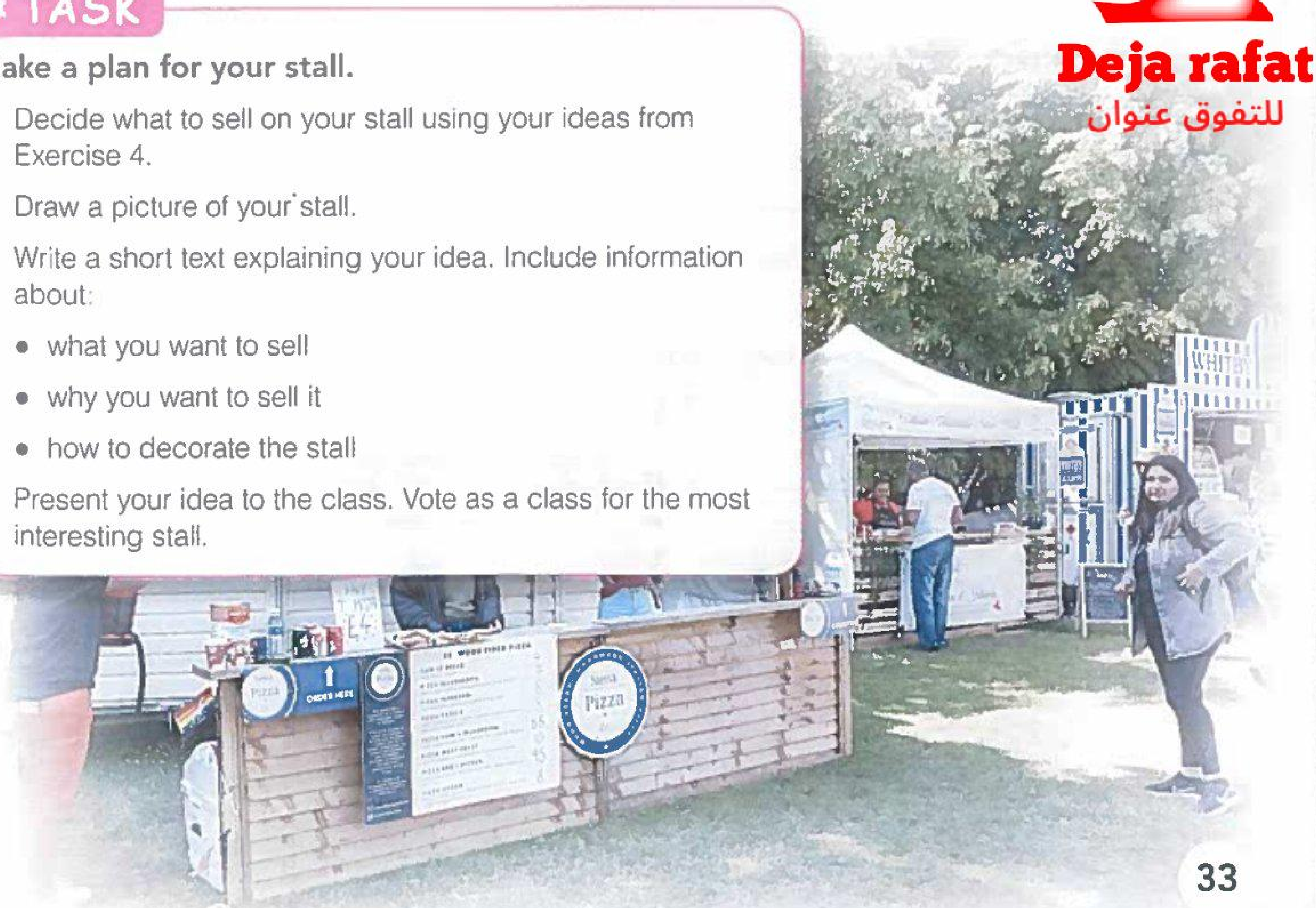
1 Decide what to sell on your stall using your ideas from Exercise 4.

2 Draw a picture of your stall.

3 Write a short text explaining your idea. Include information about:

- what you want to sell
- why you want to sell it
- how to decorate the stall

4 Present your idea to the class. Vote as a class for the most interesting stall.



UNIT
3

4 Giving advice

Lesson objectives:
- Use subject and object pronouns
- Read and understand a letter to a problem page

1 **When you have a problem, who do you ask for help or advice? Check (✓) all that are true for you.**



☐ parents



☐ a teacher



☐ the school principal



☐ friends



☐ an expert

2 **Read and listen to the letter. Why is Rasha writing to Jana?**

"Ask Jana": Share your problems with Jana



Dear Jana,

I'm writing to you about my best friend Fareeda. She's a good friend and a kind person. She works hard at school. My friends and I are really worried about her. She studies all the time and she is very stressed. Her parents work hard, and they want her to do well at school. She wants to make them happy. She doesn't go out at breaktime and she always asks our teacher for extra homework. Last week, she asked him to give her exercises for the weekend. He was surprised! We want her to spend her free time with us to relax. Is it a good idea to ask her to play sports with us? It's fun! Or maybe we can all join a club to learn a new skill? She is good at it! What do you think?

Rasha, 12

3 **Read and circle *T* (true) or *F* (false).**

1. Fareeda works too hard at school. T / F
2. She is calm and relaxed. T / F
3. She plays with her friends at breaktime. T / F
4. She wants to study in her free time. T / F
5. Rasha thinks Fareeda needs to spend her free time with friends. T / F

4 **Work in pairs. Think of advice for Rasha and share your ideas. Agree or disagree politely with your partner's ideas.**

I think she could ask Fareeda to play sports with her friends.



I'm not sure about that. Maybe Fareeda doesn't enjoy sports. She could help in the community.



5 Read the *Language box* and complete the rules, then match the pronouns.

Subject and object pronouns

Subject pronouns	Object pronouns
I	them
You	us
She	it
He	me
We	him
They	her
It	you

We use [1] **subject / object** pronouns to replace the person, place, or thing receiving the action.

We use [2] **subject / object** pronouns to replace the person, place, or thing doing the action.

Which subject and object pronouns are the same word?

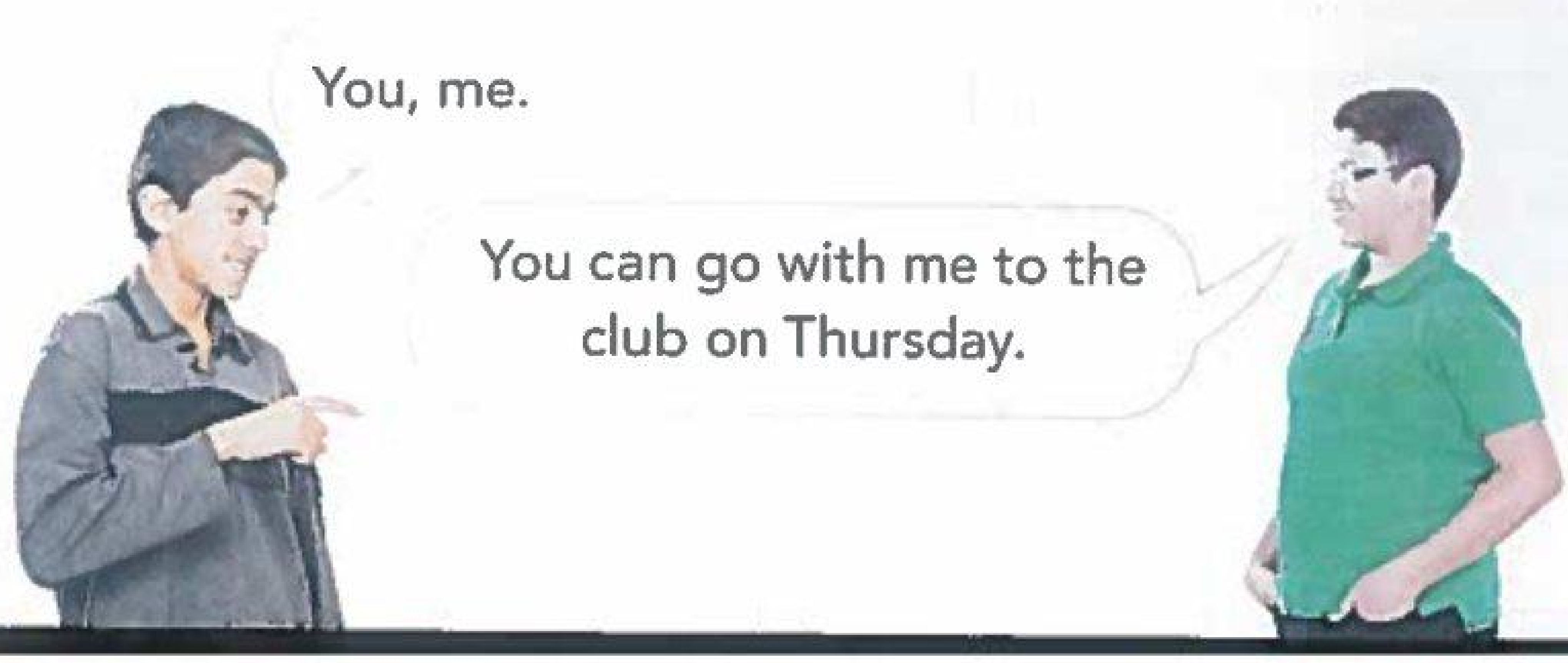
6 Write *S* (subject pronoun) or *O* (object pronoun) for the underlined words.

1 We go to parks and walk in nature with them on the weekends. S O
2 She can help you.
3 We do regular exercise. It helps us to relax.
4 I always ask them for advice when I have a problem.
5 He is learning new skills in after-school classes with us.
6 They asked her to help in the community, and she agreed.

7 Find and underline the mistakes in the sentences. Write the correct pronouns.

1 I have a journal and I write in him every night. ____
2 Them take regular exercise and play tennis three times a week. ____
3 We're helping he with his homework tonight. ____
4 Samir needs to plan his free time. It could write a "To do" list. ____
5 Do you want to come for a walk with I? ____

8 Work in pairs. Take turns to choose a subject or object pronoun for your partner to make a sentence with. Try to use all of the pronouns!



UNIT
3

5 Literature

Lesson objectives:
- Read and understand a short story about an unusual hobby
- Use key words to summarize a story

1 **Guess the meanings of the words, then read and listen to the story and check your answers.**

1 geocache
2 clues
3 coordinates
4 geeky
5 logbook
6 treasure hunt

a pairs of numbers used to find the location of something
b not cool, very interested in a particular thing
c a hidden box with small, interesting things in for people to find
d a written record of events
e a game which you play to find something that has been hidden
f information that helps you solve a problem or find something

An Unusual Hobby

When Nermine's family move to Oxford for her dad's job, she misses her hometown, Alexandria. She decides to use her favorite hobby, geocaching, to explore the city.

Geocaching is a special sort of outdoor **treasure hunt**. Just like a normal treasure hunt, you solve clues to help you find something interesting – the treasure. But in geocaching, the clues come from an app on your phone. When you solve the clues, you get **coordinates**, which are pairs of numbers. These help you find the treasure – the **geocache**, a box with small, interesting things in it.

In Alexandria, Nermine loved geocaching with her friends.She's worried that her new classmates might think geocaching is **geeky**, so she doesn't tell them about it.

Then, one lunchtime, Nermine is looking at a new challenge on her phone when two girls from her class, Sarah and Ella, come over.

"What's that game?" asks Sarah.

Nermine explains. "There are millions of geocaches all over the world. When you find one, you don't take the treasure. You write your name in a **logbook** to tell other geocachers that you found it, then you put it back. If you want, you can put something new into the geocache for other people to find."

"That sounds fun!" says Ella. "Can we play, too?"



"Sure! But this is a really difficult one."

"That's okay. Three heads are better than one, so maybe we will find the treasure more quickly together!"

Their classmates notice that Nermine, Sarah, and Ella are spending all their lunchtimes together. They ask questions and soon there are ten of them geocaching. When they find the geocache, they discuss what to add to it. They decide on a school chair and a shell from the beach in Alexandria.

One day, Nermine, Sarah, and Ella decide to make their own geocache. They tell their math teacher. She thinks their idea is good and says that the geocache could be a challenge for the rest of the class.

The clues lead the class all over the school. It's hard work and they have to work together. Nermine feels included and happy. Finally, they work out the coordinates and find the geocache. They all have such a good time that they don't even mind that the treasure is extra math homework!

2 Read the story again. What is geocaching? Would you like to try it? Why?

3 Read the story again and number the events in the correct order.

a ☐ Nermine loves geocaching but is worried about telling her new classmates about it.
b ☐ Nermine explains what geocaching is to Sarah and Ella.
c ☐ The class find the geocache of math homework.
d ☐ Their math teacher thinks making their own geocache is a good idea.
e ☐ Nermine feels happy and included.
f ☐ Nermine suggests they set their own geocache challenge.

4 Read the sentences and circle *T* (true) or *F* (false).

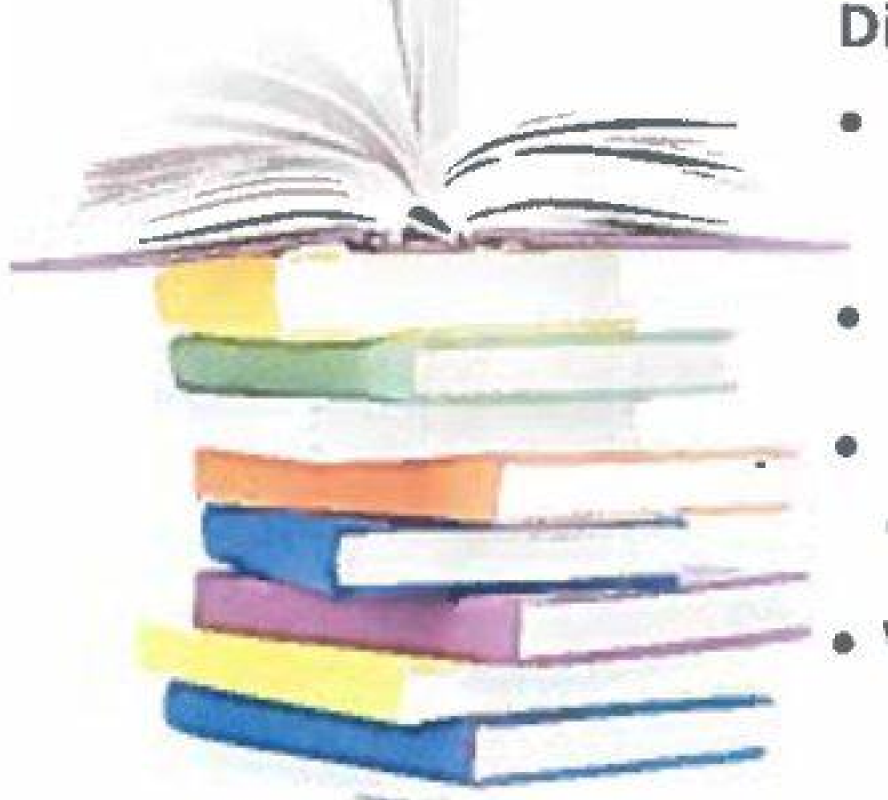
1 Geocaching is a type of outdoor treasure hunt. T / F
2 You don't need an app to do geocaching. T / F
3 There are millions of geocaches around the world. T / F
4 You use clues to find a geocache. T / F
5 When you find a geocache, you should take it home. T / F

5 Find eight key words in the story to complete the summary.

Nermine and her family move from Alexandria to Oxford. She explores her new city through her favorite [1] ____________, geocaching. However, she misses geocaching with her friends in Alexandria. She doesn't want to tell her new [2] ____________ about it. What if they think it's geeky?

Then, two girls in Nermine's class ask her about her hobby. They want to try it, too. Soon, ten of the classmates are [3] ____________ together.

One day, Nermine and her friends make their own geocache. Their math teacher says it can be a [4] ____________ for the class. They all work together to find the geocache. It's a lot of fun, even though the treasure is more [5] ____________!



BOOK CLUB

Discuss these questions in pairs or small groups.

- Do you think Nermine was right to not want to say anything about her hobby at first? Why?
- How did geocaching help Nermine to make new friends?
- Do you think having more people to help solve the clues was a good thing? Why?
- What would you like to put in a geocache? Why?

UNIT 3

6 Writing

Lesson objectives:
- Write a forum post about a free-time activity
- Use punctuation correctly

1 Work in pairs. Talk about your favorite free-time activity. What is it? Who do you do it with?

2 Read the forum post. Check (✓) the purpose of Nabila's post.

- [ ] She wants to meet other people who share her interests.
- [ ] She wants to try a new hobby.
- [ ] She doesn't think she's very good at drawing and painting.

Nab_paints
1 d •

Hi everyone! I love coloring and painting, and I really enjoy going to art club after school. I also practice most days at home. It's so relaxing. My favorite thing to draw is animals. I think I can draw cats, dogs, and rabbits quite well! Here's a drawing I did of my cat last week. Do you like art, too? I would like to meet other people who share my hobby so that we can set up a group to draw and paint together. We could share ideas, give each other tips to improve our work, and have fun! Message me!



5 comments

Like Comment

Alex11
Cool drawing! I love drawing animals, too. Let's share some pictures!

Hetty_123
Great idea! Count me in.

3 Read again and answer the questions.

1. What is Nabila's favorite free-time activity?
2. Why does she enjoy it?
3. Which after school club activity does she go to?
4. What can Nabila draw quite well?
5. What does Nabila want the group to do?

Using punctuation correctly

Punctuation is important in writing because it makes it easier for people to read. The types of punctuation we use most often are:

. periods – to show the end of a sentence
? question marks – to show the end of a question
! exclamation points – to show surprise

4. Find examples of punctuation in Nabila's post. Circle periods in red. Circle question marks and exclamation points in blue.

5. Read another reply to Nabila's post. Add the punctuation.



art_fan55
Nice to meet you Nabila I like your idea I draw and paint a lot too but sometimes I want to practice and share my pictures with other people Also I have an idea for the group We could have a different theme every month Everyone in the group draws or paints a picture on that theme We can then share them at the end of the month What do you think

6. Write a forum post about your favorite free-time activity. Use Nabila's post and the *Useful language* box to help you. Write 60–80 words in your notebook.

Check your writing

Does your forum post ...

- ☐ include information about your favorite activity and why you like it?
- ☐ explain why you are writing?
- ☐ use spelling and punctuation correctly?

Useful language

I love ...

I really enjoy ...

I can ... quite well.

I would like to ...

Self-Assessment

Check your progress	I can do this	I need more practice
use vocabulary for free-time activities	☐	☐
use the present continuous to talk about things that are happening now	☐	☐
respect others' opinions and input	☐	☐
use subject and object pronouns	☐	☐
use punctuation correctly	☐	☐



Review

A

Reading

1 Read the forum posts. What is the topic of the forum?

a What you did last summer ☐

b How you spend your free time ☐

c Your plans for your next vacation ☐

A



Ellie, Sweden

I live next to a huge forest, so I like to go on long walks in nature. I also volunteer some of my time at the local community garden: I help grow vegetables that later go into meals at the community kitchen. Last summer I also volunteered at the kitchen, but I'm not good at cooking!



B

Josh, UK

I love being active, so I'm always doing something. I go to the sports center nearly every day. I run and swim there. They have a great indoor swimming pool. I also do karate three times a week, but I'm still learning. I'm not very good yet, but maybe one day I'll compete.

C



Luca, Italy

When I'm not at school, I'm usually playing chess (sometimes, at school too!). There's a tournament next month, so I'm training for that right now. In my last one, it was really close: I got second place! I play a lot of games, usually against the computer, but I also spend a lot of time learning about different positions.

D



Nadia, Egypt

I feel great when I'm helping others. My mom's a teacher, and I help her teach adults to read and write. It's great to see them improving day by day. When I'm not doing that, I like writing about myself. I keep a journal about my life, and I also like to write stories. I often use AI to give me ideas about what to write.

2 Read the posts again. Write the name of the person who ...

1 is preparing for something at the moment. ______

2 teaches new skills. ______

3 spends a lot of time outside. ______

4 takes regular exercise indoors. ______

5 keeps record of what they do every day. ______

6 nearly won a competition. ______

7 think they can't do something very well. ______ and ______.

8 use technology to help them do something. ______ and ______.

3 Find a word or phrase in the text with the following meaning.

1 very big (Post A) =
2 do something without being paid (Post A) =
3 inside a building (Post B) =
4 take part in a competition (Post B) =
5 a sports competition (Post C) =
6 studying something to understand it better (Post C) =
7 getting better (Post D) =
8 a written record of what you do (Post D) =

Listening

1 Listen to a dialog between Sarah and Mariam about a birthday party. Match the people (1-6) to the actions (a-f).

1 Sarah's grandmother
2 Sarah's mother
3 Sarah's sister
4 Sarah
5 Sarah's father
6 Sarah's grandfather

a took pictures of the party.
b got in touch with family members.
c made the cake.
d organized the party.
e didn't know about the party.
f took the grandmother to the party.

2 Listen again. Read the sentences and circle *T* (true) or *F* (false).

1 Mariam saw pictures of the party on the internet. T / F
2 Sarah's grandmother is 80 years old. T / F
3 It was a surprise birthday party. T / F
4 Sarah knew all the people in the party already. T / F
5 Sarah and Mariam agree that it's better to talk to someone in person. T / F



3 Listen again and complete the sentences with words from the dialog.

1 Sarah's family spent ________ preparing the party.
2 Nadia is Sarah's ________.
3 The party was at a ________ that Sarah's uncle owns.
4 Sarah's grandparents went for a ________ before the party.
5 Sarah met a lot of ________ she didn't know.
6 Sarah and her cousins usually ________ each other.

Review

A

Language

1 **Complete the post with the verbs in the box.**

helped played taught volunteered wrote

My friends and I had a very busy weekend. I [1] ______________ in a tennis tournament - and got second place! Eman [2] ______________ at the community garden, like she does every Saturday. Yehia [3] ______________ adults to read and write Arabic at his parents' school, and Naglaa [4] ______________ out at her family's workshop. Talia [5] ______________ stories on her laptop using AI.

2 **Complete the sentences with the missing words. The first letter has been given.**

1 I love my friends, but I also like to s ______________ time with my family.
2 Why don't you write an e ______________ about your summer vacation?
3 It's important to h ______________ in the community where you live.
4 Noor l ______________ new skills all the time: yesterday she started painting!
5 My grandparents t ______________ regular exercise: they walk 2 kilometers every day!
6 It's important to stay a ______________, so try to walk to work instead of driving.

3 **Complete the sentences with the past simple of the verbs in brackets.**

1 Sorry I'm late. I ______________ (stop) to talk to a friend on the way.
2 My friends and I ______________ (be) at the shopping mall yesterday.
3 Mona ______________ (read) the whole book in just two days!
4 Where ______________ (you/spend) your last summer vacation?
5 I ______________ (not watch) the game last night. Was it good?
6 ______________ (I / tell) you about my uncle? He's getting married!

4 **Choose the correct option to complete the dialogs.**

1 **A:** [1] **Salma's / Salmas'** cats are so cute!
B: They are! I forgot [2] **its / their** names, though.
A: Kitty and Cookie, I think.

2 **A:** Mom, can we have a party here? All of my [3] **friend's / friends'** parents said no.
B: Maybe, if your father's OK with it. I'll ask [4] **he / him**.

5 **Complete the text messages with the present continuous of the verbs in brackets.**

1 I ______________ (walk) home from school right now, I'll ring you when I get there.

2 Amal and I ______________ (wait) for you here at the café. See you soon!

3 What ______________ (you / do) right now? Can I ring you?

4 Wael ______________ (not answer) his phone. Is he with you?

5 Hanan can't talk right now. She ______________ (get) ready for the party!

6 I ______________ (not feel) very well today. Can you tell the teacher?

Speaking

1 In pairs, follow the instructions below.

My free time
What / do?
How often / do it?
When / do it?
Who / with?
/ good at it?

My last vacation
Where / go?
Who / go with?
What / do there?
How long / stay there?
Did / like it?

A family party
What / party for?
When / it?
Who / see there?
What / do there?
/ enjoy it?

1 Choose a card each.
2 Read the questions and think about what you want to say on the topic.
3 Ask your partner the questions on their card.
4 Your partner now asks you the questions on his/her card.
5 Ask and answer about the remaining cards.



Where did you go on your last vacation?



I went to Hurghada.

Writing

1 Read the email and write *T* (true) or *F* (false)

1 Shahd won a sports competition.
2 Shahd is studying at a new school this year.
3 Shahd spent the summer working with children.
4 Shahd thinks she's good at helping others.
5 Shahd kept a record of her summer activities.



W **From:** Shahd **To:** Yara **Subject:** My summer vacation

Hi!

How's everything? Great to know you won the table tennis tournament. Well done! I'm so proud of you! I would like to play table tennis better. Maybe you can teach me one day?

BTW, did you have a good first week back at school? Mine was OK. It was good to see everyone again. There are a couple of new students who seem nice.

I do miss the summer vacation, though. I had a great time! Did I tell you that I volunteered at a summer camp for children who can't see? I learned so many skills and met fantastic people. I really enjoy helping other people, and I think I can do it quite well. I'm reading my summer journal again now to remember everything I did. What was your summer like?

TTYL

Shahd

2 Write a reply to Shahd, telling her about your summer vacation and first week back at school. Remember to use informal language and to check your spelling and punctuation. Write 100-120 words.

UNIT

4 Digital life

Unit objectives

Reading: Information about inventions for a sustainable future; An article; *Scammed!:* a short stoy
Writing: A blog post about staying safe online; taking part in a technology competition
Listening: Understand a dialog about a new app
Speaking: Talk about staying safe online; Discuss which devices are important and why
Language: Imperatives for instructions; The zero conditional

Think!

Is technology important in your home?
How much time do you spend using it every day?

1 Green technology

Lesson objectives:

- Read and understand information about green technology
- Learn vocabulary for technology
- Use visual clues to identify a text type

1 **Write the words under the pictures. Then listen, check, and repeat.**

devices   search engine   ATM   solar panels   battery   recycle

a


b

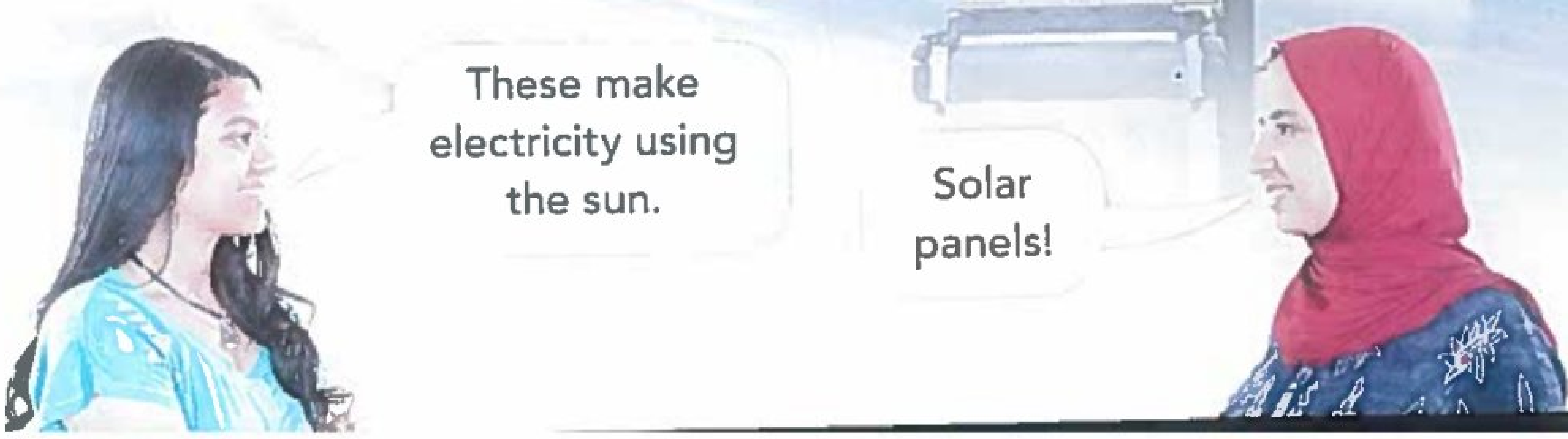

c


d


e


f


2 **Work in pairs. Play a guessing game. Choose one of the things from Exercise 1, and describe it for your partner to guess.**



Inventions for a sustainable future

Our world has many problems. We need new ways to help us take care of our planet and fix some of the problems it faces. Here are some exciting new inventions which will help us.



Tree-planting projects

When we go online, we see online advertisements. Some search engines give the money they get from advertisements to help tree-planting projects around the world.



Solar-powered airplanes

Most airplanes aren't good for our planet. Solar-powered airplanes fly using power that comes from solar panels. It is very clean power. The planes can fly around the world, day or night. It's an exciting new invention for the future!



EcoATMs

We use regular ATMs to take money out or put money into our banks. Eco-friendly ATMs help us recycle old electronic devices. When you put your old device in it, the machine tells you how much money you can have for it. You can keep the money or give it to a charity!





Plant-based batteries

Scientists are developing batteries that work using material from plants. The way these batteries are made is better for the environment than traditional batteries. In the future, they could even produce enough power to run electric cars!



Ocean clean-up projects

The world's oceans are full of plastic which is very bad for life in the ocean. Ocean clean-up projects collect rubbish in the water, then ships take it back to land for recycling.

3 **Look at the text and check (✓) the correct text type.**

1 an article ☐ 2 an infographic ☐ 3 an email ☐

4 **Look at the text again. Which of these things does it have?**

1 a title ☐
2 a greeting ☐
3 colorful pictures ☐
4 easy-to-read information and facts ☐
5 emojis and drawings ☐
6 short paragraphs ☐

5 **Read and listen to the text. Answer the questions.**

1 What can you do at an EcoATM?
2 What is special about the power used by solar-powered airplanes?
3 What can help tree-planting projects get money?
4 What could plant-based batteries run in the future?
5 What happens to the rubbish collected by ocean clean-up projects?

Using visual clues to identify a text type

The way a text looks can give us clues about what type of text it is.

An infographic is a way of showing information quickly and clearly. It uses pictures, diagrams, and/or symbols to present important data and ideas. Any text is written in short, simple paragraphs.

UNIT 4

2 A new app

Lesson objectives:
- Use imperatives to give instructions
- Read and understand a conversation about a new app

1 What kinds of apps do you have on your phone? Which ones do you use most often?

social media music camera maps health and fitness radio

2 Read and circle the correct words. Then listen and check.



Amir: Hi Selim. Thanks for telling me about AppErture! I'm really excited!

Selim: No problem! I can show you how to use it if you want. Have you got the app on your phone yet?

Amir: Yes, I have! I want to try it now! [1] **Show / Change** me how to use it!

Selim: OK. First, [2] **color / tap** the app to open it. Can you see the camera icon?

Amir: Here? Yes.

Selim: [3] **Type / Press** on the icon for one second and it will open your photos. [4] **Don't stop / Don't do** pressing. Wait until they open. Then choose a photo you want to change.

Amir: Right. Here's a photo of my cat, Fluffy!

Selim: Sweet! You have a black cat… do you want to make it another color?

Amir: OK!

Selim: [5] **Open / Close** the color bar and [6] **say / choose** the color you want.

Amir: Haha! I have a purple cat! What about these effects? Look! I can use the eraser to take away your bed. You look like you're flying now! How can I save the photo?

Selim: [7] **Keep / Send** your finger on the photo and drag it to the 'Save' folder. Now [8] **share / delete** it with me, please! I love it!

Amir: I will! Thanks, Selim.

3 Read again and match the parts of the sentences.

1 AppErture is an app for
2 Tap the app to
3 Press on the camera icon to
4 Use the color bar to
5 Drag a photo to a folder to
6 Use the eraser to

a delete something in a photo.
b open your photos.
c changing photos.
d save it.
e open it.
f make an object purple.

4 Read the *Language box* and complete the rules.

The imperative

When you give instructions, you use the imperative form of the verb.
This is the infinitive form of the verb without *to* (e.g. *press, send, wait*).
Start the instructions with the imperative form of the verb:

***Show** me how to use it!*

***Tap** the app to open it.*

You [1] ***add / do not add*** the personal pronoun (e.g. *you*) before the verb.

When you tell someone **not** to do something, you use
[2] ***doesn't / don't*** before the imperative form of the verb.

***Don't** stop pressing.*

5 Look at the signs and complete the instructions with the imperative.

insert   use   take   turn









1 ______ left.

2 ______ the money in here.

3 ______ your phone here.

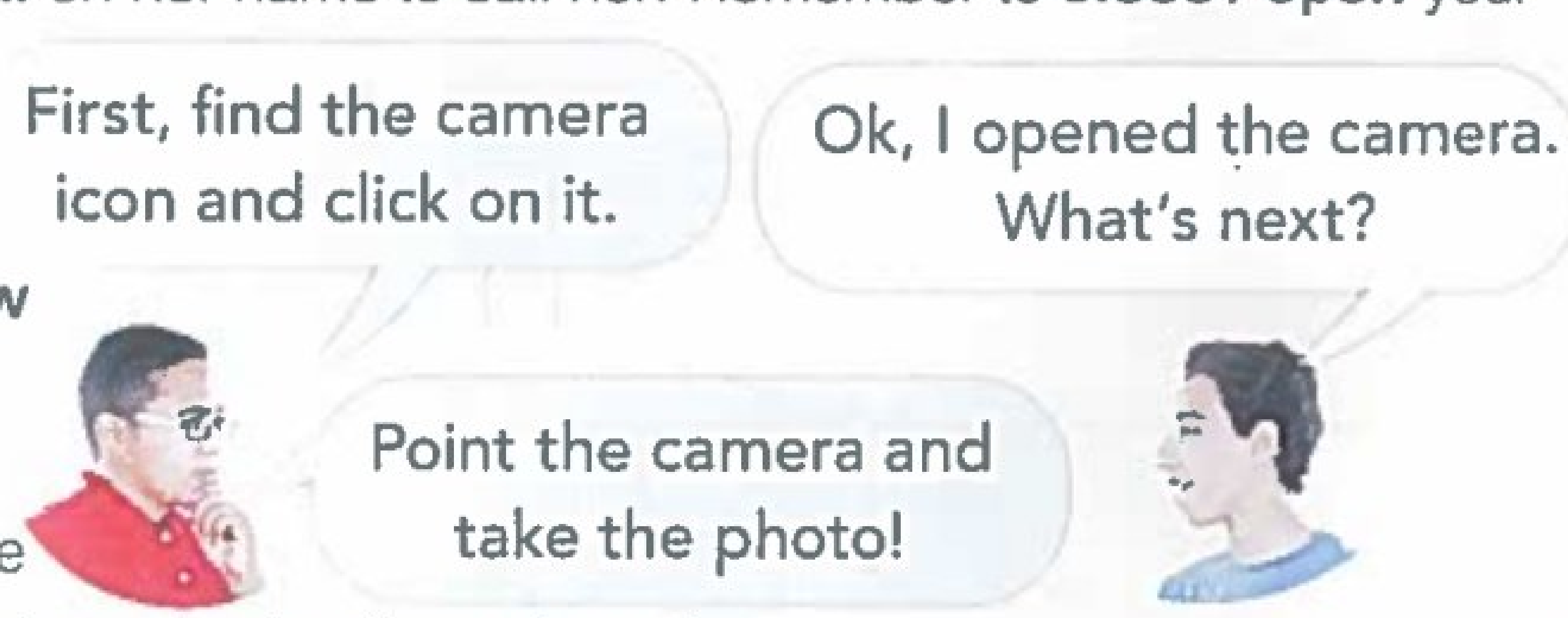
4 ______ photographs here.

6 Read and circle the correct answers.?

Amira: Can you **speak / tell** me how to use the video call app?
Samia: Sure, it's really easy. **Switch on / put down** your laptop!
Amira: Done! What's next?
Samia: Open the video call program. And don't forget to **connect / delete** your headphones!
Amira: Ok.
Samia: Then **click / delete** the address book.
Amira: Is it on **left / right** of my screen?
Samia: No, It's on the left. Next, **find / send** the name you want.
Amira: I found Nermine. What now?
Samia: Finally, just **click / scroll** on her name to call her! Remember to **close / open** your webcam too!
Amira: Thank you Samia!

7 You are telling a friend how to do one of these things:

- Take a photo with a phone
- Install an app on their phone



Look at the dialog and say how to do these in pairs.

3 Staying safe online

Lesson objectives:
- Digital literacy: learn about ways to stay safe online
- Give a presentation about staying safe online

1 Look at the headings in the article. What do you think it is about? Check (✓).

A social media platforms ☐
B staying safe online ☐
C mobile phones and tablets ☐

When you go online to send messages, play video games, download an app, or just check your social media, it's important to remember a few simple rules that can keep you safe.



1 Choose strong passwords

It's important to use a password that is a mix of letters, numbers, and special characters like !, &, or $. Long passwords are also a good idea as they are hard to guess. Never use your name or date of birth, your pet's name, or anything that **hackers** can guess from your social media.

2 Think before you post

When you **post** a comment or photo on social media, it stays there forever – even if you delete it from your account. Don't post or share anything **nasty** or false.

3 Be careful of friend requests

Don't **accept** friend requests from people you don't know. Always tell your parents if someone you don't know sends you messages or wants to chat with you, and don't click on any links they send you. Never share personal information with anyone.



4 Be kind online

Cyberbullying is a big problem for young people. It's easier for bullies to post horrible messages online as they can **hide behind** a false name. Cyberbullying can happen any time you are online – at home, at school, or out with your friends. Tell an adult if someone is bullying you. And always be kind online.

2 Match the words in bold in the article to their definitions.

1 hacker
2 post
3 nasty
4 accept
5 cyberbullying
6 hide behind

a treating someone badly either online or through electronic messaging
b very bad or unkind
c agree to something
d to put yourself in a position where you cannot be seen
e a person who uses computers to get hold of private information
f to put on social media

3 Read and listen to the article. Circle *T* (true) or *F* (false).

1. It's a good idea to have a short password because it's hard to guess. T / F
2. You can control what happens to something that you write or share after you post it. T / F
3. It's a bad idea to accept friend requests from people you don't know. T / F
4. It's important to be kind online and not to post things that are rude or upset others. T / F

4 Read and listen to the article again. Answer the questions.

1. What makes a password strong?
2. What information should you not put in a password?
3. What shouldn't you share or post?
4. What do cyberbullies sometimes use when they post horrible messages online?
5. Who should you talk to if you are being cyberbullied?

5 Work in pairs. Discuss the questions below.

1. What are some examples of bad behavior online?
2. What happens as a result of this bad behavior?
3. Why do you think it is important to stay safe online?
4. Which of the ways discussed do you think are the most important to help young people stay safe online?

TASK

Give a presentation about top tips for staying safe online. Work in groups.

1 Share your ideas about other ways to stay safe online.

2 Make a list of your group's ideas, then choose the ones you want to include in your presentation.

3 Decide how to present your top tips. Think about:
- how to share your tips with the class
- how to explain why each tip is important
- who will talk about each top tip.

5 Present your top tips to the class. Which group has the best ideas?



UNIT
4

4 Science and technology

Lesson objectives:

- Use the zero conditional to talk about facts and things that are always true
- Listen to and understand a talk about science and technology





1 **Think about science and technology. Do you study them at school? What do you do in these subjects and why are they useful?**

2 **Listen to a talk about science and technology. Then look at the sentences about the two subjects and circle *S* (science) or *T* (technology).**

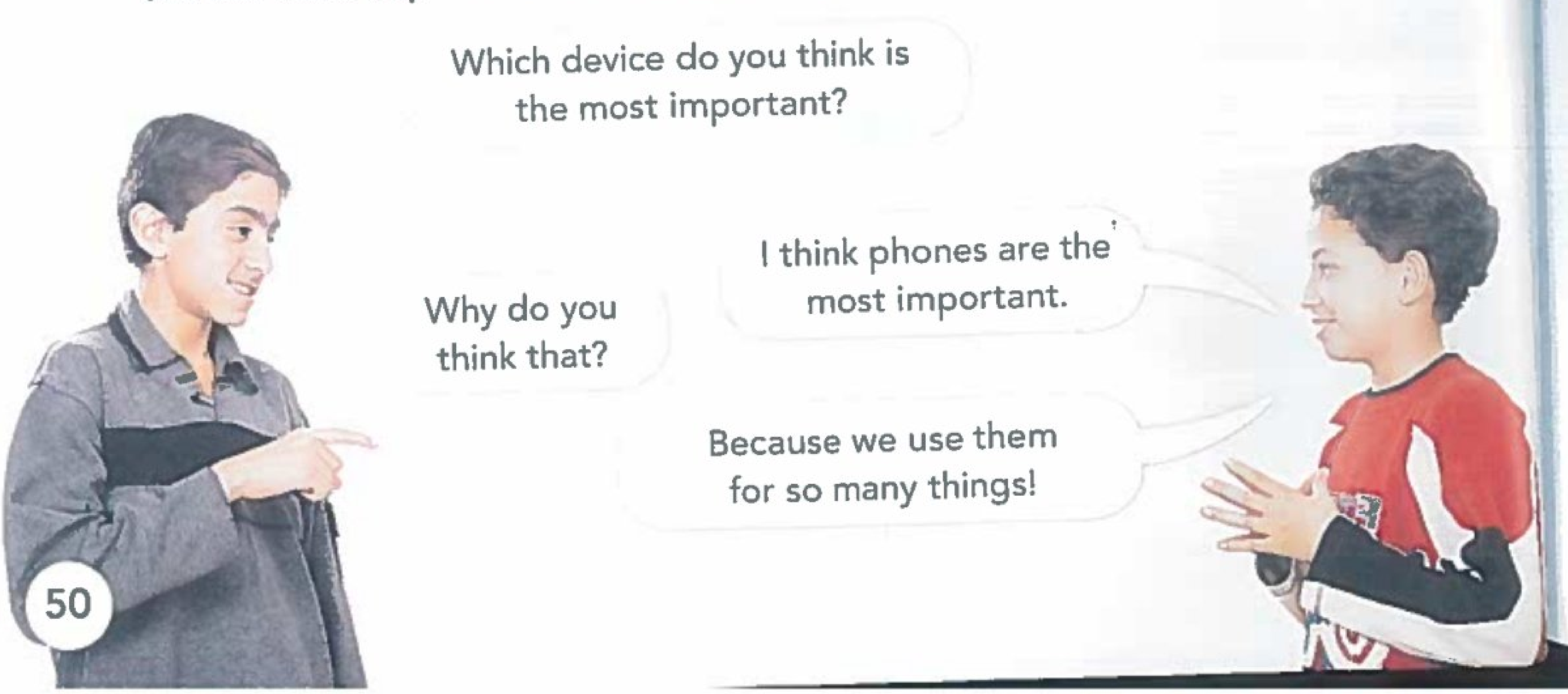
1 helps our understanding of how the world works S / T
2 helps us to do jobs more quickly and produce more things S / T
3 studies information, records it, and tests it S / T
4 uses information about the world to help design devices S / T

3 **Listen again. Match the definitions to the words in the box from the talk.**

aim (n) cool (v) device efficiently freeze (v) prove (v)

1 : to show that something is true
2 : what you want to achieve when you do something
3 : to turn water into ice
4 : to lose heat
5 : quickly and with good results
6 : a small electronic machine

4 **Work in pairs. Ask and answer questions about technological devices. Which are the most important in our lives today?**



5 Read the *Language box* and choose the correct answer to complete the rules.

The zero conditional

We use the zero conditional to talk about facts and things that are always true:

*... if fresh water **cools** to a temperature of 0°C, it always **freezes** into solid ice.*

*We **can't design** a new phone if we **don't understand** how electricity works.*

Conditional sentences usually have [1] **one / two** parts: the *if*-clause and the main clause.

When the *if*-clause comes first, we put a [2] **period / comma** between the two clauses. When the *if*-clause comes second, we don't use one.

We use the [3] **present / future** simple tense in both clauses.

6 Match clauses (1–5) to clauses (a–e) to make zero conditional sentences.

1 If it rains in the desert,
2 If you want a good phone,
3 If you press this button,
4 If I go to bed late,
5 What happens if

a you have to spend a lot of money.
b I'm always tired the next morning.
c you click on this picture?
d plants can suddenly appear.
e it takes a photo.

7 Complete the sentences with the correct form of the verbs in brackets.

1 If I *don't wear* (not / wear) my glasses, I *can't see* (can / not / see) well.
2 ______ the door ______ (open) if you ______ (press) that button?
3 If we ______ (cycle) to the beach, it ______ (be) much quicker.
4 If you ______ (read) a lot, you ______ (learn) more words.
5 What ______ (happen) if you ______ (add) some oil?

8 Look at the pictures. Use the prompts to write zero conditional sentences about them in your notebook.



1 press button / TV turn on



2 cannot use computer / not remember password



3 can hear video call better / wear headphones



4 play lots of video games / eyes get tired

UNIT
4

5 Literature

Lesson objectives:
- Read and understand a short story about a scam
- Find specific information: numbers, dates, and times

1. Look at the title of the story and the pictures. What is a "scam"?
2. Read and listen to the story. How is Ali scammed?

Scammed!

Ali read the post carefully, and then read it again.

"No way!" he thought.

He was on his favorite gaming forum. Usually, he used it to chat to other gamers, but this morning another type of post caught his eye. In it, someone wanted to sell a **limited-edition** games console. Consoles like that were very **expensive**, and they weren't many of them. Ali wanted it!

Ali checked the time of the post: 2 am. It was now 8 am. Maybe he could be the first person to message the seller!

From his part-time job in a resturant, Ali had some savings. He also had LE 500 from his grandma for his birthday. He checked his account: yes, he had enough for the console!

The seller had a good profile and lots of positive reviews. So, Ali sent him a message.

This console looks ***awesome****! Why is it half price?*

The seller replied quickly. He explained that the console was a present, but he already had one. He sent Ali some photos and videos of it.

Thanks, Ali messaged back. *I'll take it!*

The seller told Ali where to send the money, and Ali made the payment. He felt excited – his friends would be amazed when he told them!

Every day, Ali waited for the console to arrive. After three days, he messaged the seller again.

The console hasn't arrived yet. When did you send it?

Another three days went by. No reply. No console. Ali began to worry. He messaged the seller again.

The console still hasn't arrived. Please reply!

Nothing. A whole week went by, and then another, until finally Ali realized it was a **scam**. He felt terrible, and very **embarrassed**. All his money was gone and he had nothing to show for it.



Eventually, Ali knew that he needed to tell someone.

"Mom, Dad, I need to talk to you…"

Ali felt much better after speaking to his parents. They helped him report the scammer.

The next time Ali went onto the gaming forum, the post was gone. He felt glad about speaking up, so the scammer couldn't do the same thing to someone else. He also learned to be **cautious** when shopping online. It was a difficult lesson, but an important one.

Over the next few months, Ali worked hard at the restaurant and saved up enough money to buy the console from an official seller.

"Remember," he said to his friends when he proudly showed them his new console. "If something doesn't seem right, stop, think, and speak to your parents or another adult for advice. It could be a scam!"



3. **Look again at the words in bold in the story. Which can you use to describe each of the following?**

1 something really good or amazing ________
2 someone who does something slowly and carefully ________
3 something of which there are only a few ________
4 someone who feels ashamed by something they did ________
5 something that costs a lot of money ________

4. **Read the story again. Answer the questions.**

1 What does Ali usually do on the gaming forum?
2 Where does Ali work?
3 Why does Ali trust the seller at first?
4 What reason does the seller give for selling the console?
5 How does Ali feel when the console doesn't arrive?
6 What do Ali's parents help him do?

5. **Read the story again. Choose the correct answers.**

1 When did the seller post the advertisement?
a 8 am b 2 pm c 2 am

2 How many consoles were for sale?
a one b two c three

3 How much did Ali's grandma give him for his birthday?
a LE 200 b LE 500 c LE 1000

4 After making the payment, how many days does Ali wait before messaging the seller again?
a one b two c three

Finding specific information: numbers, dates, and times

Sometimes, we have to find numbers in a text. Information in number form includes quantities, dates, and times. To help you find the information, first look at the question to see what type of number it asks about. The question word can help you decide this (*when, how much, how many, etc.*) Think about how we usually express numbers of this type, then look for them in the text.

BOOK CLUB



Discuss these questions in pairs or small groups.

- Do you think Ali does the right thing talking to his parents?
- What other scams can you think of?
- Have you, or anyone you know, ever been scammed? What happened?
- What advice does Ali give at the end of the story? Do you agree with it?

UNIT 4

6 Writing

Lesson objectives:
- Write a blog post about a problem-solving technology you use
- Use features of a blog to organize your ideas

1 Work in pairs. How do these technologies help you every day? What problems do they solve?







At home, I like to listen to loud music to help me relax after school. When I wear headphones, other people can't hear my music.

2 Read the blog post. What did the students achieve at the fair?

HOME | ABOUT | DOWNLOAD

Solve it with tech!

Students lead the way!

Do you think great inventions only come from adults and famous scientists? Think again!



This month, 24 talented students from Egypt, aged 14-18, participated in the International Science and Engineering Fair (ISEF) in the United States. It's a competition to develop a science or engineering project that solves a world problem. Students from 80 countries participated in the event. They have to use their scientific research skills and work in groups or on their own. Winners can study for one year in the United States. This year, Egyptian students won many prizes for their inventions! Some of them had great new ideas for technologies that solve problems!







Some project ideas in the competition:

- A smart life jacket that can help people in trouble at sea to be rescued as fast as possible
- A technology that cleans dirty water in a way that doesn't hurt the planet
- A mobile phone app that can detect when a student has reading difficulties and help them

Which new technology do you think is the most important? Why? Please add your votes in the comments box.

Comments

3 **Read the blog again, and find the parts in the box.**

a introduction **b** list of examples **c** question to get attention
d call-to-action **e** catchy title

Organizing your ideas using blog features

When you are writing a blog post, think about what you need to include to make it interesting for your readers. Think of a title that is exciting and eye-catching. Ask an interesting question. Provide clear information in your first paragraph. Use images and lists to make reading easy. Remember to ask readers to respond!

4 **Look again at the parts of the blog post in Exercise 3. Put them in order to show how you would organize them.**

1 ______
↓
2 ______
↓
3 ______
↓
4 ______
↓
5 ______

Check your writing.

Does your blog post ...

- ☐ include information about a problem-solving technololgy?
- ☐ use blog features to organize your ideas?
- ☐ have correct spelling and punctuation?

5 **Think of a problem-solving technology you use. Write a blog post about it. Write 100-120 words.**

Self-Assessment

Check your progress	**I can do this**	**I need more practise**
use vocabulary for technology	☐	☐
use the imperative for instructions	☐	☐
understand how to stay safe online	☐	☐
use the zero conditional	☐	☐
use features of a blog post to organize my ideas	☐	☐



UNIT

5 In nature

Unit objectives

Reading: An article about how climate change is affecting people; An article about water scarcity; *Helping the Earth:* a poem
Writing: A blog post about becoming more eco-friendly
Listening: Understand a talk about geology
Speaking: Talk about the effects of climate change; Making comparisons
Language: Comparatives and superlatives; Articles

Think!

What is the weather like in Egypt? Do you think it is changing? How?

1 Climate change

Lesson objectives:

- Read and understand a story about how climate change is affecting people
- Learn vocabulary for problems that climate change causes
- Use punctuation correctly: capital letters

1 **Look at the photos showing the effects of climate change. Complete the comments with the correct words under the photos.**


a drought


a wildfire


a flood


water scarcity


heatstroke


a storm

1 Can you see how strong the wind is? There's ____________ .
2 The last time we had any rain was three years ago. There's ____________ .
3 The trees are so dry, a ____________ started and burnt them down.
4 We don't have enough to drink right now. There's ____________ .
5 My sister is feeling ill because she was out in the sun for too long. She has ____________ .
6 Water from the river is coming into our house. There's ____________ .

2 Read and listen to the article. Match the photos to the paragraphs.

How climate change is affecting me

1 Hi, I'm Leonie. I live in a village in Andalusia in Spain. Hot weather in summer is normal for us, but this summer the highest temperature was 46 °C. That's about five degrees warmer than it normally is. My family is having a lot of problems because of the hot weather here.

2 My family lives on a farm. Because of the hot weather, there's a drought in the south of Spain right now. The tomato plants on our farm are getting smaller and some of their leaves are brown. Because of the drought, we can't give the plants as much water as they need. My family therefore don't have enough tomatoes to sell. My dad is looking for a second job so he can earn more money.

3 We're also having some problems with our health. My mom had heatstroke last week and she stayed in bed for three days because she was too ill to get up. She had a fever and she was really tired all the time. We were very worried about her, but, fortunately, she's feeling better now. Some of my friends had heatstroke, too. I'm trying to stay inside as much as possible, so I don't get heatstroke as well.

4 The worst thing about this summer for me was that our school closed for a week. The teachers said it was dangerous for us to travel to school because it was so hot. It was also too hot for us to be at school because we don't have air conditioning there. I missed my friends when we couldn't go to school. I hope that never happens again!

a


b


c


d


3 **Read the article again. Then read the sentences and circle *T* (true) or *F* (false).**

1 The temperature in Andalusia was 10 degrees higher than usual this summer. T / F
2 Leonie's family grow tomatoes on their farm. T / F
3 There is plenty of water on Leonie's family's farm. T /F
4 Leonie's mom stayed in bed for a week when she had heatstroke. T / F

Using punctuation correctly: capital letters

Remember that we use capital letters for the names of cities, regions, countries (*Cairo, Andalusia, Spain*), and *degrees Celsius* (°C). Celsius is the name of the person who invented this temperature scale.

4 **Work in pairs. Say which of the effects of climate change affect you now and will affect you in the future.**

There is water scarcity where I live. We don't have enough water to drink or to wash with. I think that in the future, drought and heatstroke will affect me because the weather is getting hotter and drier.

UNIT 5

2 Water scarcity

Lesson objectives:
- Read and understand an article about water scarcity
- Use comparatives and superlatives

1 Work in pairs. What problems do people have when there is water scarcity? Think about the effects on the things in the box and discuss your ideas

☐ health ☐ hygiene ☐ farms ☐ transportation

2 Read and listen to an article about water scarcity. Number the topics in Exercise 1 in the order that you read about them.

Thirsty planet



Water scarcity is one of the most **worrying** problems facing the world today. Although water covers more than 70% of Earth's surface, two billion people don't have enough fresh, clean water for drinking, washing, cooking, and growing food. Even in countries where there are good water resources, the water cannot always reach the people who need it.

One of the reasons for water scarcity is climate change. On average, temperatures are higher than they were in the past. In some places, there is also less rain, so there isn't as much water in lakes and rivers.

Water scarcity affects people in different ways. Farmers, for example, can't grow as many crops as they used to. Without crops to sell, they can't earn enough money to pay for clean water. A lack of water can also mean that people have to walk a long way to find it, which can have a negative **effect** on their health. The biggest impact can be on children, who have less time to spend in school.

Another problem is that people often can't find clean, safe water. The dangerous metals and bacteria in dirty water can make them very ill. This can be more dangerous for children than for adults because their bodies are less able to fight the illnesses.

Solving the problem of water scarcity is not simple. However, there are lots of things that can help such as finding new water sources and developing new **technologies** to produce and clean water. It is also important that people who live in countries with plenty of water don't use too much of it. The worst thing that could happen is that no action is taken, and more people **suffer**.

3 Read again, and answer the questions

1. How many people around the world don't have enough water?
2. What is one of the reasons of the water scarcity?
3. What can't farmers do when there isn't enough water?
4. Why can water scarcity cause children to spend less time in school?
5. Why can drinking dirty water be worse for children than adults?
6. What can help solve the problem of water scarcity?

4 Read the *Language box* and complete the rules.

Comparatives and superlatives

Using comparatives

We use comparatives to say what is the same or different about two things, people, or situations.

Add ***-er + than*** to [1] **short / long** adjectives:

*On average, temperatures are **higher than** they were in the past.*

Use ***more*** or ***less*** before [2] **short / long** adjectives:

*This can be **more dangerous** for children **than** for adults.*

Using superlatives

We use superlatives to express the highest degree of something (the tallest / the smallest – the most / least expensive)

Use ***the*** and add ***-est*** to [3] **short / long** adjectives:

*The **biggest** impact can be on children …*

Use ***the most*** or ***the least*** before [4] **short / long** adjectives:

*Water scarcity is one of **the most worrying** problems …*

Some adjectives have an irregular comparative and superlative and don't follow these rules:

good → better → best
bad → worse → worst

*The **worst** thing that could happen …*

5 Work in pairs. Look at the photos and use the prompts to compare them.

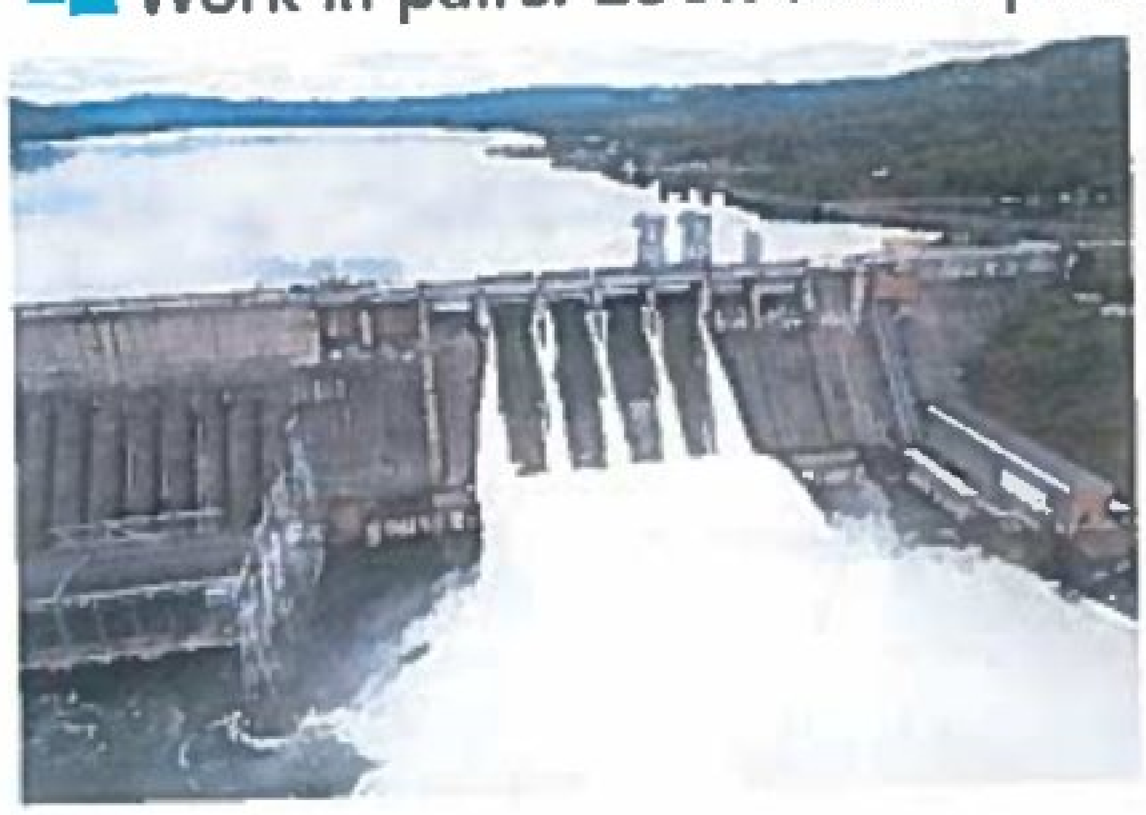


Photo A



Photo B

1 The water level in Photo A is / high / in Photo B
2 More / rain has fallen / in Photo A / in Photo B
3 The / water / is / deep / in Photo A
4 Water scarcity is / bad / in Photo B / in Photo A
5 The weather is / dry / in Photo A / in Photo B

The water level in Photo A is higher than the water level in Photo B.



More rain has fallen in Photo B than in Photo A.



UNIT 5

3 Saving energy

Lesson objectives:
- Learn about ways to protect the environment
- Collaboration: mind map ideas as a group
- Design a poster of tips for being eco-friendly

1 **Work in pairs. Look at the poster. Match the headings (1–3) to the paragraphs (a–c).**

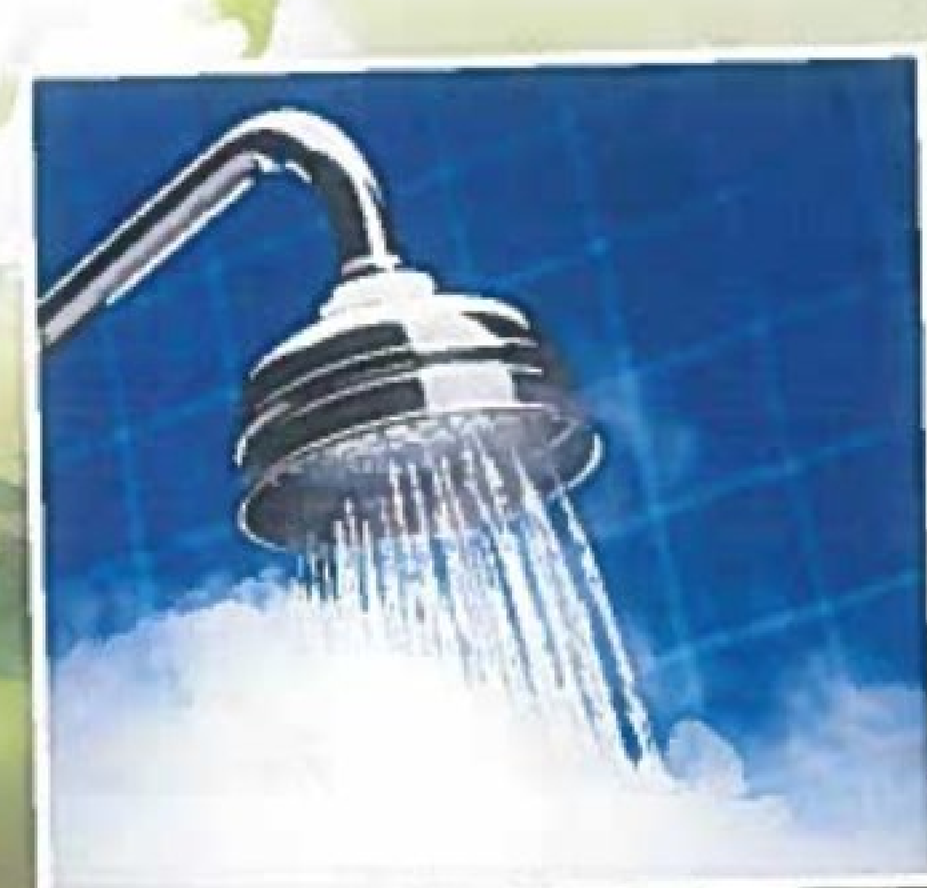
1 Reuse everything! ______
2 Switch off lights! ______
3 Have a shower, not a bath! ______

2 **Read and listen to the text. What do you think is the best title for the poster? Check (✓).**

1 How to save electricity ☐
2 Tips to be more eco-friendly in the home ☐
3 How to recycle ☐



Air conditioning, hot water, and electronic devices in our homes all use a lot of electricity. Making electricity uses a lot of the planet's resources, which can make climate change worse. Let's help our planet – let's **save energy** at home!



a Remember to always switch off lights, TVs, computers, games consoles, tablets, and all of your electronic devices when they aren't in use. Don't leave them **on stand-by** as this still **consumes** a lot of energy. And don't use more than one device at the same time!

b There are about 150 to 200 liters of water in an average bath, but there's only between 30 and 80 liters in a five-minute shower. Showers are a great way to save water and energy. But don't spend a long time in the shower: set the alarm on your phone for five minutes and then stop!

c There are lots of things in our trash that we can **recycle** or even reuse at home. Plastic bottles are a good example. Reuse them to make other things, for example a **bird feeder**, or a **hanging basket** for your plants.

3 Read the text again. Match the words (1–6) with the definitions (a–f).

1 air conditioning
2 bird feeder
3 consume
4 hanging basket
5 on stand-by
6 save energy

a to use something
b not waste electricity or fuel
c a container for plants
d not switched on but still using power
e a machine to cool your home
f a garden container of food for birds

4 Read the sentences and circle *T* (true) or *F* (false).

1 Saving energy at home makes a difference to climate change. T / F
2 Electronic devices can use energy when they are not in use. T / F
3 Using more than one device at the same time helps to save energy. T / F
4 To save water, the ideal time for a shower is five minutes. T / F
5 It's possible to reuse materials from the recycling bins at home. T / F

5 Work in groups. Think of ideas about ways to be more eco-friendly. Think about:

- Reasons why we need to take action
- Actions we can take to help
- The results of these actions

Mind mapping ideas

Mind mapping is a good way to generate ideas in a group. One person writes the topic on a big piece of paper. The other group members look at the topic and share any expressions or ideas that come into their minds about it. The first person writes all the ideas on the paper. Then, the group looks at the ideas again and decides which ones are useful.

TASK

Design a poster with tips about being more eco-friendly.

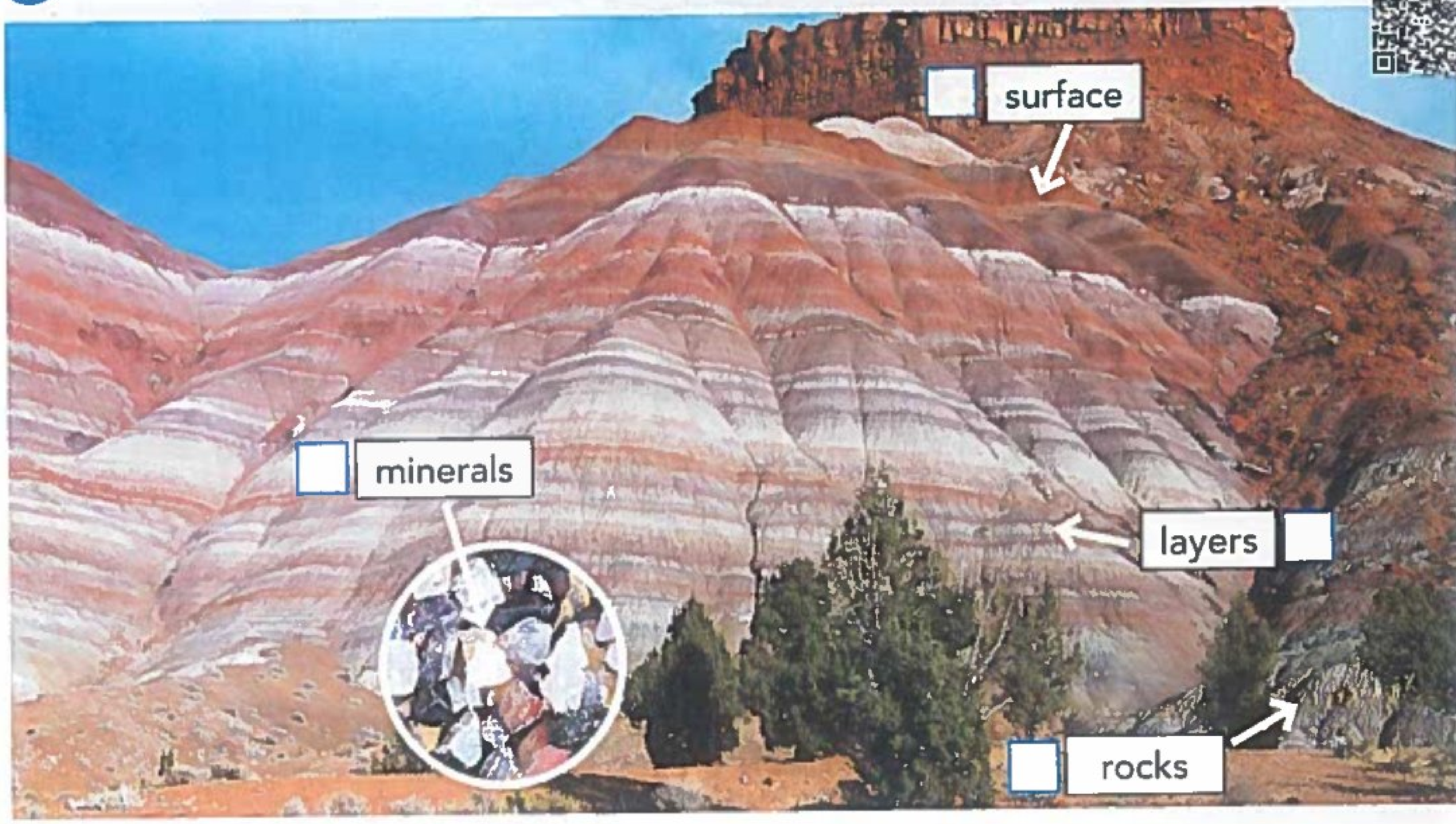
1 Agree on how many tips and photos or drawings to include.
2 Choose the best ideas from your mind map notes for the tips.
3 Agree on a title and headings for your poster. Remember to put the title near the top of your poster, and to write it in a larger size than the headings.
4 Decide who is going to write each paragraph.
5 Present your poster to the class.
6 Which group has the best poster? Why?

UNIT
5

4 Geology

Lesson objectives:
- Listen to and understand a talk about geology
- Use articles *a*, *an*, and *the*

1 **Listen to Part 1 of a talk. Number the features in the order you hear them.**



2 **Listen again and answer the questions.**

1 Where is the speaker?

2 What is the talk about?

3 Who is she talking to? Check (✓).

a her family and friends ☐

b her students ☐

c a TV audience ☐

3 **Now listen to Part 2. Match the pictures (a–c) to the rock types (1–3).**

1 sandstone ☐ 2 basalt ☐ 3 marble ☐

a

The Giant's Causeway in Ireland is made of ______.

b

Many statues from Ancient Greece are made of ______.

c

The Sphinx at Giza is made of ______.

4 Read the *Language box* and complete the rules.

Articles

Articles are short words that we use [1] **before / after** a noun to show whether we are talking about something in general or something specific.

When we talk about [2] **something in general / something specific**, we use *the*:

***The** Earth's surface...*

***The** oldest layers are at the bottom.*

When we talk about [3] **something in general / something specific**, we use *a* or *an*:

*Basalt is **a** type of rock ...*

*Here's **an** example.*

We use [4] ***a / an*** before nouns that start with a vowel, and [5] ***a / an*** before nouns that start with other letters.

We [6] **do / do not** use an article before the name of a person or place: *(Mr Hussein, Nabil, Cairo, Egypt)* before the plural form of countable nouns *(cars, camels)*, or before uncountable nouns *(sugar, water, rain)*.

5 Complete this part of the audioscript with the missing words. Write ✗ if no word is needed. Then listen again and check.

Now, if rock becomes very, very hot, it melts into liquid. Basalt is [1] ________ type of rock that forms when liquid rock cools again and becomes solid. We find these rocks in the bottom layers of [2] ________ Earth's surface. It can make some amazing natural shapes. Here's [3] ________ example. This is [4] ________ Giant's Causeway in [5] ________ Ireland.

6 Complete the sentences with *the, a, an,* or ✗ (no article).

1 This is **a / an** photo of the Sphinx in Giza.
2 There are lots of pyramids in **the / ✗** Egypt.
3 Yara is **the / an** new girl in our class this term.
4 There is **an / the** area in our town with lots of trees.
5 There are many rocks in **a / the** Earth's crust.



7 Work in pairs. Choose one of the three types of rock and write sentences about it. Don't write which rock it is! Swap sentences with your partner and guess which type of rock they wrote about.

This type of rock is very strong. It is ...

UNIT 5

5 Literature

Lesson objectives:
- Read and understand a poem about helping the Earth
- Identify the structure of a poem

Helping the Earth



Stanza 1

As the Earth grows hotter and wetter,
We need to learn to look after it better.
A drought here, a flood there,
We can help, no matter where!

Stanza 2

Turn off lights that you don't need,
Turn off that tap, others are in need,
Walk or cycle rather than drive.
Don't throw plastic where dolphins dive!

Stanza 3

Plant more flowers, plant more trees,
For the birds and for the bees.
We must try for all we're worth,
So we can save our Planet Earth!

Moira Dutton

1 Listen to and read the poem. Match the words to their definitions.

1	look after	a	jump into the water
2	worth	b	the planet we live on
3	dive	c	take care of
4	Earth	d	the value of something

2 Read the poem again. Answer the questions.

1 Why do you think the Earth is getting "hotter and wetter"?

2 Name three ways the poet suggests we can "look after" the Earth.

3 Name two things the poet thinks we should stop doing.

3 Read the poem again and write your answers to the questions.

1 How many stanzas does the poem have?

2 Which words rhyme with each other in the poem?

As the Earth grows hotter and wetter,
We need to learn to look after it better.

3 In "Helping the Earth", the poet says "others are in need". Who is she talking about?

4 Is the Earth talked about as if it was a person in this poem? What do we call this?

Identifying the structure of a poem

Every poem has a different structure. The structure helps to show us what the poem is about or how the poet felt when he or she wrote it. When you look at a poem and you want to know what structure it has, notice these things about it:

1 **How many stanzas it has** — Stanzas are the different parts of a poem that usually have a blank line between them.

2 **Which words rhyme** — When two words end with the same sound, they rhyme.

3 **Personification** — When the poet gives qualities of a person to a thing.

4 Work in groups. Look at your answers to Exercise 3. Then look at the structure of the poem and answer the questions.

1 What's the subject of the first stanza?

2 What's the subject of the second stanza?

3 Why do you think every two lines rhyme at the end? What effect do they have?

4 What does the poem make you think about?



BOOK CLUB

Discuss the questions in pairs or groups

- Do you think the poet is just talking about Egypt? Why/why not?
- Does the poem make you think about other things you can do to help the Earth? Share them with your group.
- Write a short poem of 4-6 lines of your own about the environment or the weather. Share it with the class.

UNIT 5

6 Writing

Lesson objectives:
- Write a blog post about becoming more eco-friendly
- Use conjunctions *and*, *but*, and *because*

1 **Work in pairs. Discuss the questions.**

1 What things do you do to be eco-friendly at home or at school?

☐ Take short showers ☐ Turn off electricity before you go out
☐ Walk to school ☐ Recycle trash

2 When did you start doing these things?

3 Why did you start doing them?

2 **Read the text. What type of text is it? Check (✓). How do you know?**

1 an email ☐ 2 a blog post ☐ 3 a text message ☐

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Rami's eco blog



Hi, my name's Rami. Last year, I watched a documentary about the effects of human activities on the planet. After that, I decided to make some changes in my life [1] **but / because** I wanted to be more eco-friendly. In the past, I always traveled to school by bus, [2] **and / but** now I ride my bike to school. It only takes 15 minutes, it's healthy, [3] **and / but** it's fun!

Before, I never put my trash in the recycling bins [4] **and / but** I never thought about if it was recyclable or not. Now, I always look for the right type of recycling bin [5] **and / but** put my trash in it, [6] **but / because** I understand how important it is to reuse the Earth's resources.

Now, I also try to switch off all my tech devices – like my laptop [7] **and / but** my games console – when I'm not using them, [8] **because / and** I know that this saves energy and that's good for the planet, too.

We can all do things that help in small ways!

What changes have you made to help the planet? Leave a comment below.

Like Comment: 23 comments

3 **Read again. Choose the correct conjunctions to complete the text.**

Using conjunctions: *and, but, because*

Conjunctions are words we use to join two parts of a sentence together. We use the conjunction ***and*** to add information. We use ***but*** to contrast information. We use ***because*** to explain information or give a reason for something.

4 Read again and complete Rami's part of the table.

Rami's changes	*In the past, he ...*	*Now, he ...*
Travel		
Trash		
Technology		
My changes	*In the past, I ...*	*Now, I ...*

5 Think about one or more changes you have made in your life to be more eco-friendly. Complete your part of the table in Exercise 4.

6 Write a blog post about the changes you listed in Exercise 5. Use Rami's blog post and the expressions from the *Useful language box* to help you. Write 100–120 words in your notebook.

Check your writing.

Does your blog post ...

- compare action in the past to actions in the present?
- use conjunctions correctly?
- have correct spelling and punctuation?

Useful language

After that, I decided to ...

In the past, I ...

Before, I didn't ... but now I ...

Now, I always ...

Self-Assessment

Check your progress	**I can do this**	**I need more practice**
use vocabulary for problems that climate change causes	☐	☐
use comparatives and superlatives	☐	☐
mind map ideas as a group	☐	☐
use articles *a*, *an*, and *the*	☐	☐
use *and*, *but*, and *because*	☐	☐



UNIT 6

Food for thought

Unit objectives

Reading: An article about traditional food; A menu; An article about a recipe; *The Living Café*: a short story
Writing: A blog post about favorite foods
Listening: Understand descriptions of celebration favorite foods
Speaking: Discuss food choices; Talk about celebration foods
Language: *Wh-* questions in the past simple; Adverbials of time and place

Think!

What is your favorite food?
Do you think you eat enough healthy food? Why or why not?

1 Traditional food

Lesson objectives:

- Read and understand an article about traditional food
- Learn vocabulary for traditional food
- Find information about traditional food in different parts of the world

1 **Work in pairs. Look at the photos and discuss the questions.**

1. Which types of traditional food have you tried? Have you tried traditional food from other countries?
2. Which types of traditional food do you like?


koshari


sweet potatoes


shawerma


falafel


corn-on-the-cob

2 **What are the most important things you think about when deciding what traditional food to eat?**

Think about:

- the ingredients
- the taste
- if it's healthy
- where and how it's made



There's a place near my apartment that sells *shawerma*. It tastes great, and I love chicken!

Me too, it is really delicious! It's made with chicken and special spices.



3 Read and listen to the article. Where do people eat these traditional foods? Complete the last column in the table.

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Food on the Go

We asked our readers to tell us about the traditional food that they love. Here's what they said!



Most Egyptians know *hawawshi*. It is a type of bread with meat, vegetables, and spices inside it. Some people like to add cheese to it, too. You bake it in the oven and eat it warm. Delicious! You can also find it in some parts of the Middle East.

Samir, Cairo



Chipsi mayai, which is also sometimes called *zege*, is a very popular traditional food here in Tanzania. We make it with fries and eggs fried in oil. I love it, but I don't think it is a very healthy snack, so I don't eat it very often!

Elizabeth, Arusha



Maakouda are very popular in Morocco, Algeria, and Tunisia. We make them with potatoes. We boil the potatoes in hot water, then make them into small balls. Sometimes we put meat, fish, or cheese in them, too. Finally, we fry them in a lot of oil and serve them in a sandwich. They're so good!

Youssef, Agadir

Name of dish	Main ingredients	How do they cook it?	Where do people eat it?
Hawawshi	bread, meat, 1 ______ and	2 ______ in the oven	Cairo
Chipsi Mayai	fries, oil, and 3 ______	4 ______ in a big pan	
Maakouda	5 ______ and meat/fish/ cheese	6 ______ potatoes in hot water 7 ______ the potato balls into 8 ______	

4 Read again and complete the rest of the table.

5 Complete these expressions for ways to cook food with words from Exercise 3.







1 ______ in the oven 2 ______ in oil 3 ______ in hot water

6 Work in pairs. Discuss these questions.

1 Which other traditional foods do you know?
2 Ask your partner about the ingredients in their favorite traditional food.

Finding information in different parts of a text

- First, think about the type of information you want to find. Are you looking for a noun or a verb?
- Next, scan each part of the text. Does it contain key words relating to the information?
- Also, look at headings or other features (such as the names and locations of the writers) that tell you what each part of the text is about.

UNIT 6

2 At a restaurant

Lesson objectives:

- Read and understand a menu and an email
- Use *Wh-* questions in the past simple

1 Look at the menu and answer the questions.

1 How many starters are there?

2 Is there a main course with no fish in it?

3 What sweet dishes do they have?

Nile View Café

Starters	Main courses	Desserts
Special salad (tomatoes, cucumbers, onions, green peppers)	Fish kebabs	*Baklawa*
Hummus (chickpea paste with bread)	*Koshari*	*Om Ali*
Eggah (eggs with onions and tomatoes)	*Ruz sayadieh* (fish with rice)	*Basbousa*
	Sayadieh el samak (baked fish with tomatoes)	*Chocolate ice cream*

2 Read and listen to an email from a customer at the Nile View Restaurant. Circle the food that Randa and her family ate on the menu.

Dear Sir or Madam,

My family and I ate at your restaurant last Wednesday. The restaurant is clean and comfortable, but unfortunately, we did not enjoy our meal very much at all.

It took a long time for our starters to arrive. We kept saying to each other: "When did we order our food? I think it was 40 minutes ago!" I ordered a special salad which must be quick and easy to make. After 50 minutes, the waiter brought our starters to us. The starters tasted delicious, but then our main courses came about one minute after we finished eating the starters! We didn't like that at all.

We all ordered *sayadieh el samak* as our main course. When it arrived, there weren't any tomatoes on our plates. "Why did your cook put no tomatoes on our plates?" we asked the waiter. He said, "We don't have any tomatoes today."

After all of that, we weren't sure if we wanted desserts. But, as it was my daughter's birthday, we decided to order them anyway. Five minutes after we ordered, the waiter came back to our table and asked us, "What did you order for dessert?" At that point, we decided to pay for the food we had and leave. I had ordered *basbousa* and I can also buy that in a sweet shop. So, that's what I did!

Your restaurant is a nice place, but I really think that you need to make some changes. Our family definitely doesn't want to eat there again unless you improve your service.

Regards,

Randa Al-Katib

3 Read again. Circle *T* (true) or *F* (false).

1 The starters arrived 40 minutes after the family ordered them. T / F

2 The family all ordered the same main course. T / F

3 The restaurant didn't have any tomatoes. T / F

4 The family were celebrating Randa's birthday. T / F

5 The writer decided to buy something for dessert from a shop instead. T / F

4 Read the *Language box* and complete the rules.

Wh- questions in the past simple

Wh- questions in the past simple

Wh- questions are questions that start with a question word such as *what, which, where, when, why, who,* or *how*:

***When** did we order our food?*

***Why** did your cook put no tomatoes on our plates?*

Wh- questions are questions that [1] **have / don't have** a *yes/no* answer. The answer to these questions can be a thing, a person, a place, a time, a reason, a number, or a way of doing something.

To make a *Wh-* question in the past simple, use:

Wh- question word + [2] ______________ + subject + [3] ______________ in the infinitive + noun phrase.

5 Use the words in brackets to write *Wh-* questions in the past simple.

1 (when / he / go) ______________ to that restaurant?
2 (why / you / stay) ______________ there for so long?
3 (how much / they / pay) ______________ for the meal?
4 (who / we / invite) ______________ to the birthday meal?
5 (where / she / sit) ______________ in the restaurant?
6 (how / I / find) ______________ the restaurant manager's email address? I will tell you…

6 Write five *Wh-* questions in the past simple that you could ask a partner about the last time he or she ate at a café or restaurant. Use a different *Wh-* question word in each question.

Where did you …? When did you …? What did you …? Who did you …?

7 Work in pairs. Take turns to ask and answer your questions from Exercise 6.



UNIT
6

3 A new recipe

Lesson objectives:
- Research a recipe
- Personal development: use research to learn
- Make a recipe card

1 **Listen to Farah talking about researching a recipe. Then look at the recipe card and correct the mistakes on it.**

Mom: What are you doing, Farah?

Farah: A research task for school.

Mom: That's an interesting picture. What is it?

Farah: It's called *Barramundi*. It's a river fish from Australia.

Mom: Where does the name come from?

Farah: It's from a native Australian language and means "large-scaled river fish".

Mom: So, the name describes what it is.

Farah: Yes, and you can eat it in nearly every restaurant in the country. People usually eat it with tomatoes and potatoes.

Mom: How did you do your research?

Farah: First, I decided on a country.

Mom: And you picked Australia.

Farah: Yes, I didn't know anything about Australian food so I thought it would be interesting. Once I'd decided on the country, I went on the Internet and did a search for famous dishes. I looked at a few different websites so that I could check the information. I then looked at the questions from the project and tried to find the answers. The next thing I did was make notes. Then, I selected the information from my notes that I wanted to include in my project. Finally, I wrote the recipe card. Do you want to see it?

Mom: Yes, please!

Recipe



Name of the dish:
Barramundi
Origin of name:
Australian
Ingredients:
Chicken, tomatoes
How is it cooked?
Grilled



2 **Listen to Farah again talking about her research. Number the steps in the correct order.**

- [ ] She checked the task questions.
- [1] She decided on the country.
- [ ] She looked at a few websites to check information.
- [ ] She made notes.
- [ ] She selected information from her notes.
- [ ] She went online to find information.
- [ ] She wrote her recipe card.

3 Think of your favorite Egyptian food and complete the sentences.

My favorite Egyptian food is ________ .

It's sometimes grilled/boiled/ fried or ________ .

I eat it in / at ________ .

I eat it with ________ .



4 Work in pairs: Discuss what you think people from other countries know about Egyptian food today. Which dishes are popular outside Egypt? Why do you think people like them?



People like kebabs. They eat them in lots of countries.

Yes, I think they like them because they're tasty and easy to cook.



TASK

Make a recipe card about a dish from another country.

1. Choose a country and find out the names of its three most famous dishes.
2. Choose one of the dishes. Find a photo of it.
3. Research the the dish. Find out:
   - Where did it get its name from?
   - What are the ingredients?
   - How is it cooked?
4. Use the information and photo to make a recipe card about the dish.
5. Present your recipe card to the class.

Using research to learn

Research can help you complete a task, but it is also a good opportunity to learn new things. When you do research, make notes on the information you find and organize them clearly. Highlight, underline, or circle the most important information to help you remember it or refer to it in the future.

UNIT **6**

4 Celebration food

Lesson objectives:
- Listen to and understand descriptions of celebration food
- Use adverbials of time and place

1 Work in pairs. Discuss these questions.

1. What special days do you celebrate each year in your family?
2. Do you eat special food on those days? What is it?
3. Who cooks it for you?

2 Listen to four speakers talking about foods they eat in their country when they celebrate. Match them to the photos a–d.

Speaker 1 ______ Speaker 2 ______ Speaker 3 ______ Speaker 4 ______

a



b



c



d



3 Listen again. Which celebration food ...

1. is a type of chocolate cake?
2. sometimes has money in it?
3. is usually served with bread?
4. is a dish for a New Year festival?

4 Work in pairs. Which of the celebration dishes in Exercise 2 would you like to try? Why?



I'd like to try the dish in photo d because I love desserts!

I don't like sweet things. I'd prefer to try the meat dish in photo b. It looks tasty!



5 Read the *Language box* and choose the correct answer to complete the rules.

Adverbials of time and place

Adverbials of time and place are short phrases that we use to say when something happens or where someone or something is.

We use adverbials of [1] **time / place** to say when something happens:

At this time of year, we always cook special noodles ...

We use adverbials of [2] **time / place** to say where someone or something is:

*People bake a coin **into the pudding**, ...*

We can put adverbials of time and place at the [3] **start / end / start or end** of a sentence.

6 **Put the adverbials you heard in Exercises 2 and 3 in the correct column. Then add one more adverbial of each type.**

at New Year   during the vacation season   for a long time
into the pudding   next to it   on the cake

Adverbials of time	Adverbials of place

7 **Complete the text with the adverbials from the box.**

at home   during the month   into oil   on the table

[1] ______ of Ramadan in Egypt, Egyptians often eat a special dessert called *qatayef* with their families. *Qatayef* are a type of sweet pancake filled with nuts, or sometimes chocolate, which are then put [2] ______ and fried. Once the *qateyef* are ready to eat and [3] ______, people pour syrup made from sugar over them. I like to make *qatayef* [4] ______; they taste much better than the ones you buy from shops.

8 **Write a description of your favorite celebration food in your notebook. Use the adverbials of time and place in Exercises 6 and 7 to give information about:**

- what the food is
- when people eat it
- where and when people make it
- where and how people serve it



UNIT
6

5 Literature

Lesson objectives:
- Read and understand a short story about a special café
- Summarize a story in your own words

1 **Read and listen to the story. Check (✓) the sentence that best describes what it is about.**

☐ a café with lots of plants
☐ a café that is environmentally friendly
☐ a café where people can bring their own cups

The Living Café

"What's that?" asked Magdy.

The two friends looked more closely at the trash on the ground.

"It's a coffee cup," said Sami. "And look, there's another over there."

Magdy and Sami were in their **local park**. It was a beautiful day and the flowers were in bloom, but everywhere they looked there were used cups, plastic **straws**, and old food containers.

"Most of this trash comes from a nearby café," said Magdy. "Why don't we set up a café that makes almost no **waste**?"

"No waste? How is that possible?"

"Well, take this coffee cup. Next time the person who used it wants a coffee, they can bring their own cup to the café. In return, they pay less for their coffee."

"That's a good idea."

"And instead of plastic straws, our café can give paper straws that don't hurt the environment."

Sami's eyes lit up. "There are ways to reuse waste, too. Think of all those **coffee grounds** – we can use them as **compost** to grow food."

"Food that we serve in the café!"

The two friends were excited. They talked about their ideas all the way home.

Soon, Magdy and Sami bought an old building near the park. They cleaned it and painted it bright colors with environmentally friendly paint. They put in **recycled** glass windows and used old pieces of wood to make tables and chairs. They also hung lots of plants from the ceiling. On the roof, was a little garden for growing herbs, fruit, and vegetables.

A few weeks later, The Living Café opened. It was quiet at first, but then people started to notice it. They liked the way they could help save the planet with their morning coffee! More people came for lunch, and said the food tasted delicious and very fresh. They were excited to hear that some of the ingredients grew on the roof of the café. The Living Café quickly became the most popular café near the park.

One day, Magdy and Sami walked through the park again. This time, there weren't any used coffee cups on the ground. There were a few straws, but they were paper. Magdy picked one up and put it in the bin.

"Every little act helps!" he said, smiling.



2 Match the words (1-5) to their definitions (a-e).

1 compost
2 coffee grounds
3 recycled
4 straw
5 waste

a the leftover part of coffee beans
b used again in a different way
c something not wanted or no longer used
d a thin paper or plastic tube you drink through
e old plant material used to grow new plants

3 Read again and answer the questions

1 What do Magdy and Sami see in the park at the start of the story?
2 What happens when someone brings their own coffee cup to The Living Café?
3 What do Magdy and Sami do with the coffee grounds?
4 What do they use to make the table chairs in the café?
5 What do they do with the herbs, fruit, and vegetables that they grow on the roof?

4 Read again and check (✓) the moral of the story.

1 ☐ Always pick up trash.
2 ☐ Everyone can make a positive difference.
3 ☐ Only go to cafés that have reusable cups.

Identifying the elements of a story

- To identify the **main idea** of a story, think about the key problem that it presents and what happens to solve that problem.
- To identify the **main events** of a story, think about what happens at the beginning, in the middle, and at the end of it.
- The **characters** are the people who act, think, and speak in the story. The **setting** is where and when the story takes place.

5 Make notes about the story under the headings.

the main idea: ____________________

the main events (beginning, middle, and end): ____________________

the characters: ____________________

the setting: ____________________

key words and phrases: ____________________

6 Use your notes from Exercise 5 to summarize the story in your own words. Write about 50 words.



BOOK CLUB

Discuss these questions in pairs or small groups.

- What do you think is the best thing about The Living Café?
- Do you think Magdy and Sami's idea is successful? Why?
- Why does Magdy say "every little act helps" at the end of the story?
- Do you think it's better to make something new or give something old a new life? Why?

UNIT 6

6 Writing

Lesson objectives:
- Write an email about your favorite food
- Use paragraphs correctly to organize ideas

1 **Look at the pictures. Choose words from the box to describe them.**

cold crispy hot salty soft sweet



1 strawberry cheesecake



2 burger and fries



3 salad

2 **Think of other adjectives to describe food and write a list.**

3 **Read Shaden's email. How many salty dishes does she mention?**

New message

To: Emma

Subject: My favorite food

Hi Emma,

How are you? I enjoyed hearing about your new school. You asked me about my favorite food. Well, I love lots of different types of food, but these are my all-time top three favorite dishes ...

First, it's got to be burger and fries. Some restaurants fry their burgers, but I prefer mine grilled. They're healthier that way, too. This is why I usually eat them at home. I like them with tomato and onion in the bun. I know fries are a bit unhealthy, so I don't eat them often, but I do love them. They're so crispy and salty. Delicious!

Another type of food that I really like is salad. It is healthy and good for you. Of course there are many different types of salad and you can make it in a hundred different ways, but I like to have mine with cucumber, onion, and cheese. I put lots of olive oil on it, too. I like it best with fresh bread as a cold lunch. I always make and eat my salads at home.

And finally, my favorite dessert is definitely strawberry cheesecake. I know how to make it, but my mom's cheesecake is the best! I love the taste and smell of the strawberries and the soft, creamy cheese is delicious. I love eating it on hot days. It's the perfect summer dessert. Yum!

What are your favorite dishes?

Bye!

Shaden

Send

4 Read the email again. Answer the questions in your notebook.

1 Which dishes does Shaden think are a) healthy? b) unhealthy?
2 Which of the dishes does the writer know how to make?
3 Which ingredients does Shaden mention for each dish?
4 Which adjectives does she use to describe each dish?

Using paragraphs

To make your writing easier to read and understand, divide it into paragraphs. Start each different point about the topic with a new paragraph. You can use ordinal numbers *(first, second, third)* and sequencing words *(First, Then, After that, Finally)* to begin your paragraphs. For example:

The first (dish I want to write about) is …

Another (type of food) is …

And finally, (my favorite dessert) is…

Useful language

They're so (crispy and salty).

I like it with (fresh bread).

I love the taste of …

The (soft, creamy cake) is delicious.

5 Think of your top three favorite dishes and make notes about them in your notebook. Think about: the ingredients, how often, where, and when you eat it, how you make it, and why you like it.

6 Write an email to a friend about your favorite dishes. Use your notes and the *Useful language* box. Organize your writing into paragraphs. Write 100-120 words.

Check your writing.

Does your email …

☐ include information about your favorite dishes?

☐ use a new paragraph for each different point?

☐ have correct spelling and punctuation?

Self-Assessment

Check your progress

	I can do this	I need more practice
use vocabulary for traditional food	☐	☐
use *Wh-* questions in the past simple tense	☐	☐
use research to learn	☐	☐
use adverbials of time and place	☐	☐
use paragraphs to express ideas correctly	☐	☐



Reading

1 **Read the text quickly. Which of the problems in the photos are mentioned in the text?**





Water world

In some countries around the world, not having enough clean water is a big problem. In fact, almost two thirds of the world's population face water scarcity at some point during the year.

This means having to walk a long way to find clean, fresh water, or not having enough to drink, cook, and wash.

Not having enough water can have a bad effect on people's health. Our bodies need a lot of water to stay healthy, but dirty water can make us very ill.

People who need water to earn money also suffer when there isn't enough. For example, farmers need water to grow crops. Without it, they don't have enough crops to sell.

Some research shows that the problem of water scarcity is getting worse because of climate change. We must act now to find a solution!

2 **Read again and answer the questions.**

1 How many people around the world face water scarcity each year?
2 Why is water scarcity bad for farmers?
3 Why can water scarcity have a bad effect on people's health?
4 Why is water scarcity getting worse?
5 Think of two things you can't do if you don't have enough water.

3 **Match the words and phrases to the definitions.**

1 drought
2 flood
3 storms
4 climate change
5 water scarcity

a bad weather, with wind, rain, thunder and lightning
b where there isn't enough clean, fresh water for everyone
c changes in the weather over time
d when there is no rain for a long time
e when there is too much rain

Listening

1 Listen to the dialog. What does it mean to "eat green"?

2 Listen again. Complete the advice that Menna gives Hana with words from the dialog.

1 buy ______ fruits and vegetables
2 buy food with little or no ______
3 don't buy more food than you ______

3 Listen again. Answer the questions.

1 What is Menna reading?
2 What can environmentally friendly food choices do for climate change?
3 What does transporting food long distances cause?
4 What kind of food packaging is better for the environment than plastic?
5 What does Hana decide to do?

Language

1 Read and choose the correct definition for the word.

1 A **hacker**:
 a uses computers to get your personal information.
 b repairs electric machines
2 **Cyberbullying** is:
 a being unkind to someone in space.
 b treating someone badly online.
3 If you **hide behind** something, you:
 a can't be seen.
 b don't have to give your real name.
4 **Recycling** is:
 a Reusing or remaking something.
 b Selling and buying things.
5 If you **accept** something, you:
 a agree to it.
 b ask your parents about it.

2 Choose the correct verbs to complete the sentences.

1 In the past, people **baked / boiled** bread in clay ovens.
2 To make *hummus*, you **bake and mash / boil and mash** chickpeas.
3 I think meat tastes best when it is **chopped / grilled** over a fire.
4 Have you **chopped / mixed** those vegetables yet?

Review

B

3 Match the imperatives (1-6) to the rest of the sentences.

1	Press	a	your personal information with people you don't know online.
2	Don't forget	b	this button to turn on the device.
3	Try	c	the window if you're too hot.
4	Open	d	to turn off the lights when you leave.
5	Don't share	e	this dish – it's spicy but delicious!

4 Reorder the words to make sentences in the zero conditional.

1 tell / someone / think / if / you / it's a scam
2 it can cause / it doesn't rain / if / for a long time / a drought
3 help / recycle / you / if / the environment / you
4 can order / a dessert / one now / you / if / want / you
5 you / to the wedding / can't go / the invitation / don't answer / if / you

5 Read and make sentences with comparatives and superlatives.

1 The Great Pyramid is ______ (famous) than the Pyramids at Saqqara.
2 The River Nile is ______ (long) than the River Thames.
3 Lake Baikal is the ______ (deep) lake in the world.
4 Mount Everest is the ______ (tall) mountain in the world above sea level.
5 The whale shark is the ______ (big) fish in the world.

6 Complete the dialog with the correct articles.



Hi, Yehia! Do you want to come to [1] ______ cinema on Saturday?

Great idea, Omar! What's on? Is there [2] ______ action movie?



Yes, there is. There's [3] ______ science fiction movie, too.

Let's see [4] ______ action movie. It has good reviews.

7 Write the correct *Wh*- question words.

1 ______ do you want to eat for dinner?
2 ______ is Uncle Tarek's birthday?
3 ______ is the restaurant?
4 ______ is your favorite, lemon or strawberry juice?
5 Do you know ______ Mrs Azza will pick for student of the week?

8 **Read and complete the text with the adverbials from the box.**

Every summer | in Alexandria | since the 1900s | next to the park

[1] ________________ when I am [2] ________________, I go to the Moonlight Café. It's very old – it's been there [3] ________________! It's [4] ________________, so I like to sit outside and watch people coming and going.

Speaking

1 **Work in pairs. Look at the words in the box and play a guessing game.**

ATM battery devices
recycle search engine



A: This is when you put plastic, paper, and glass in special box and it can be used again.

B: Is it *recycle*?

A: Yes, it is!

2 **Which of the things in the word box do you/your family use at home?**

3 **Is there anything you would like to use in the future? Why?**

Writing





1 **Look at the list of new ideas from page 51 of Unit 4. Write a blog post of 100-120 words about your ideas for a new way to help save the planet. Use the structure and the questions below to help you.**

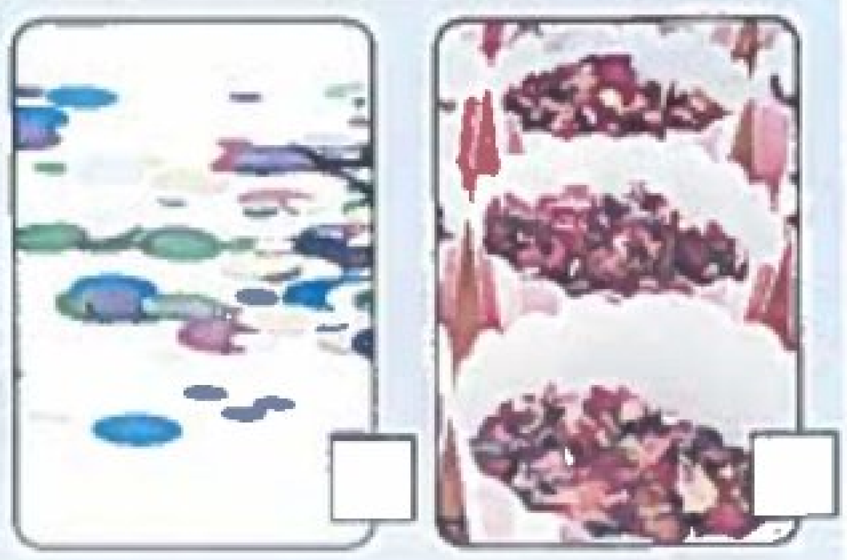
1 What will it do? 2 What problem will it solve? 3 How will people use it?

HOME | ABOUT | DOWNLOAD

Like Comment: 23 comments

Listening

1 Listen to the dialog. Check (✓) the decorations that Penny chooses.

a


b


c


2 Listen again and complete the sentences with words from the dialog.

1. The decorations are all environmentally ________ .
2. The tiny pieces of colorful decorations are made of small, dried ________ .
3. Mara thinks the tiny pieces of decorations look ________ .
4. The glass jars contained ________ .
5. Penny's invitations will be ________ .

Speaking

1 Work in pairs. Look at the pictures. How do you spend your free time well? Share your ideas with your partner.







I write a journal every day.

I don't write a journal, but I write a to-do list. I also walk in nature every weekend.

Reading

1 Complete the information with the words from the box.

accept cyberbullying hackers hide behind nasty post

Top tips to stay safe online

- Choose a strong password with combinations of letters and special characters. [1] ________ can often guess passwords.
- Never [2] ________ personal details online or post or share anything [3] ________ . Always be nice to others!

- [4] __________ is never good, it's always bad. Be yourself, be kind and never [5] __________ a false name.
- Never [6] __________ friend requests if you don't know the person.

Always ask an adult for help if you are not sure!

2 A Read the article. How can people today get a "taste of the past"?

A taste of the past!

Thanks to the fertile land near the River Nile, the Ancient Egyptians could grow crops and raise animals for food. They had lots of good quality ingredients, and they used them to cook a surprising variety of different dishes.

Bread was very popular and cheap to make. The Ancient Egyptians baked it in many different ways, often adding oil, spices, or chopped vegetables to make it tastier. One kind of bread was *aish baladi*, which is still popular in Egypt today. However, in the past, people baked it slowly in special clay ovens which they heated with wood fires. Today, we can bake it quickly in electric ovens.

Another food that was popular in Ancient Egypt was *hummus*. To make it, people boiled and mashed chickpeas, then mixed them with oil, garlic, and salt. In fact, there is an Egyptian recipe for *hummus* still used today that is nearly 1,000 years old!

Some Ancient Egyptians also ate meat and fish. They usually grilled meat over a fire, in the same way that we make kebabs today, or roasted it in ovens. However, they didn't have fridges, so to preserve meat and fish they dried them and covered them in salt. They made the fish dish we still know as *fesikh* in this way. Some people still use this method today to get a real taste of the past!

B Read again and answer the questions.

1. What did the Ancient Egyptians add to bread?
2. How was *aish baladi* baked in the past?
3. What is nearly 1,000 years old?
4. How did the Ancient Egyptians cook meat?
5. Why did the Ancient Egyptians cover dried meat and fish in salt?

Language

1 Match the sentence halves.

1. If you like spicy food,
2. What happens if we
3. If we go to the wedding,
4. If you grill sweet potatoes,
5. If you want to write stories,
6. If you add some sugar,

a. we can wear our new clothes.
b. they taste delicious.
c. use AI.
d. this meal is perfect.
e. it tastes sweeter.
f. post our personal details online?

2 Choose the correct options in the dialogs.

1. **A:** I helped at my uncle **Ali's / Alis'** workshop during the summer vacation.
   B: That's great. Is **his / its** workshop near here?
2. **A: Can / Can't** you help me with my homework, please?
   B: Sorry, I **can / can't** help you just now. I'**ll help / helps** you later.

3 **A:** Is the new **student's / students'** name Salma?
B: No, it isn't. **Her / Its** name's Nabila.

4 **A:** How often do you borrow your **parents' / parent's** laptop?
B: I only borrow **it / them** on the weekend.

3 Complete the post with the past simple of the verbs and the adverbs of frequency in brackets.

Last summer, I [1] ________ (always / get up) early. I [2] ________ (often / help out) at a family workshop in the morning and I [3] ________ (sometimes / teach) my friends how to play chess in the afternoons.
In the evenings, I [4] ________ (be / usually) tired but I [5] ________ (always / write) my journal!
I [6] ________ (never / go) to bed late because every day was a busy day.

Writing

1 Number the features of a blog post in the correct order (1-5).

- [ ] call-to-action
- [ ] catchy title
- [ ] introduction
- [ ] list of examples
- [ ] question to get attention

2 Write a blog post about a special family event or celebration. Include the features listed in Exercise 1. Write 100-120 words.

3 Are these sentences true *(T)* or false *(F)* about an informal email?

1 You can use short forms like BTW. T / F
2 You should start your email with: "Dear …" T / F
3 At the top include the subject of your email. T / F

4 Write an informal email to a friend about how you spend your free time. Write 100 – 120 words.

5 Complete the tips for writing a social media post with the words from the box.

emojis emphasis hearts joking short smiley whole

Write ________ phrases – you don't need ________ sentences.
Use ________ and symbols to show how you are feeling, like ________ faces and ________ to show you like something?
Use exclamation points and question marks for ________ or to show you are ________.

6 Write a social media post about a dish from your country. Write about 60 – 80 words.



Hello! Beyond Words

Year 1

English for Preparatory Schools

Hello! Beyond Words is a three-level course for preparatory schools designed to develop students' language, thinking, and study skills through **topic-based units** that present **engaging and real-world content.** Developed using **modern methodology**, the course complies with the **Ministry of Education's Curriculum for Preparatory Schools**.

Hello! Beyond Words equips students with the skills needed to communicate effectively in English by:

- presenting **language in context** in a way that is interesting and relevant.
- taking an integrated approach to developing each of the four skills (**reading**, **writing**, **listening** and **speaking**), with regular skills tips and practice opportunities.
- developing **Life skills** (such as critical thinking, problem-solving, intercultural awareness, collaboration, and digital literacy), which are essential for today's students in both study and the future world of work.
- fostering **personal development** and a sense of belonging in the community, Egypt, and the wider world.
- supporting students on their learning journey with regular **Self-Assessment** and **Review** sections.
- providing lively, realistic **audio material** recorded by native speakers.
- exposing students to a diverse range of **literature**, with a short work in every unit.

Hello for Egypt

Hello for Egypt

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